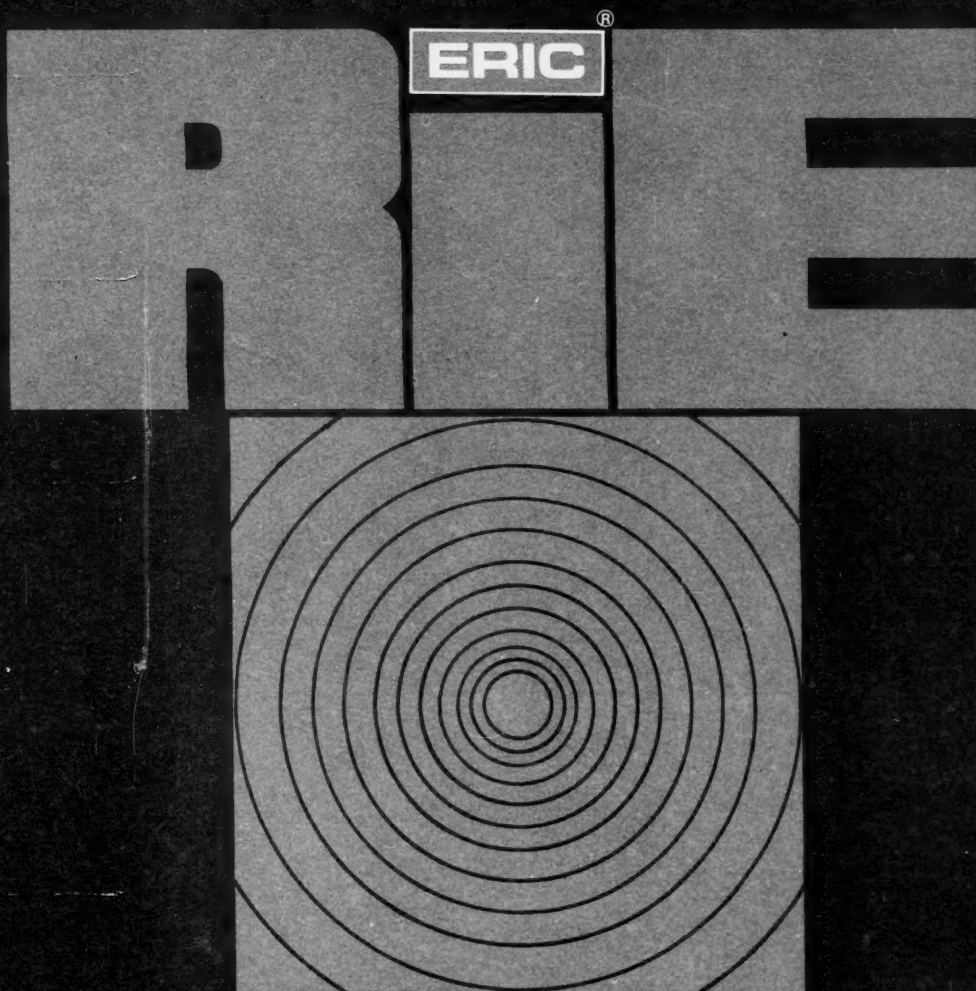


Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

AUGUST 1981

VOLUME 16 • NUMBER 8



ED 199 376-200 706

Subscriptions to *Resources in Education*:

Send check or money order (no stamps) to

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Annual Subscriptions	Journal	Semiannual Index
Domestic	\$42.70 (12 issues)	
Foreign	\$53.40 (12 issues)	
Single Issues		
Domestic	\$ 4.00 per issue	\$ 8.00 per volume
Foreign	\$ 5.00 per issue	\$10.00 per volume

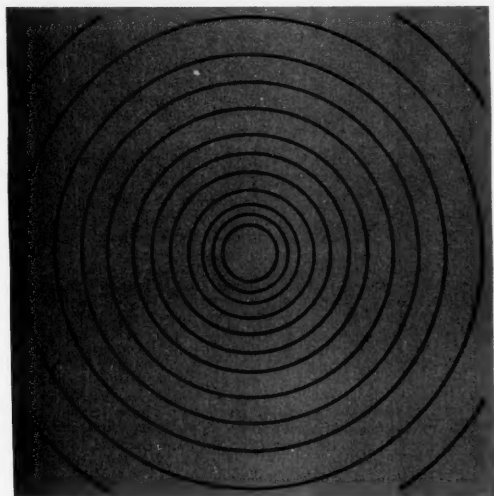
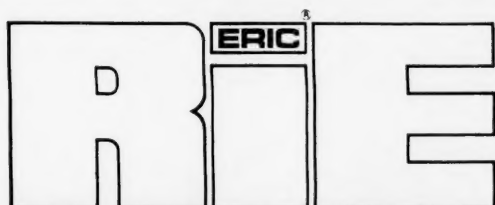
Material for this publication was processed for printing by ORI, Inc. under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget, December 1980. Contents do not necessarily reflect official National Institute of Education policy.

RESOURCES IN EDUCATION

ED 199 376-200 706

August 1981

Volume 16 • Number 8



Contents

Introduction	iii
ERIC Clearinghouse Publications	v

DOCUMENT SECTION

Sample Resume	VIII
Document Resumes	1

INDEX SECTION

Subject Index	207
Author Index	311
Institution Index	333
Publication Type Index	359
Clearinghouse Number ED Number Cross Reference Index	389

NEW THESAURUS TERMS

393

HOW TO ORDER:

ERIC Documents (from ERIC Document Reproduction Service)	399
Information Analysis Products (Microfiche Mini-File)	401
<i>Resources in Education</i> (from Government Printing Office)	405
ERICTAPES/ERICTOOLS (Magnetic Tapes and User Aids)	406
ERIC PRICE CODES (CONVERSION TABLE)	407
REPRODUCTION RELEASE FORM	408

Selected Acronyms

BT	—Broader Term
CH	—Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	—Compiler
DHEW	—Department of Health, Education, and Welfare
Ed.	—Editor
ED	—Accession Number Prefix (ERIC Document)
EDRS	—ERIC Document Reproduction Service
ERIC	—Educational Resources Information Center
GPO	—Government Printing Office
HC	—Hardcopy (i.e. reproduced paper copy)
MF	—Microfiche
NIE	—National Institute of Education
NT	—Narrower Term
OE	—Office of Education
PC	—Paper Copy
RIE	— <i>Resources in Education</i>
RT	—Related Term
SN	—Scope Note
UF	—Used For

Cataloging in Publication

Resources in education.

Washington, U. S. Dept. of Education, National Institute of Education

v. 27 cm. monthly.

Continues: Research in education.

Vols. for
Information Center.

prepared by the Educational Resources

ISSN 0098-0897

1. Educational Research—Bibliography. 2. Education—Bibliography. I.
Educational Resources Information Center.

Z5813.R4

016.370'78

75-644211

Introduction

Resources in Education (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
National Institute of Education (NIE)
U.S. Department of Education
Washington, D.C. 20208

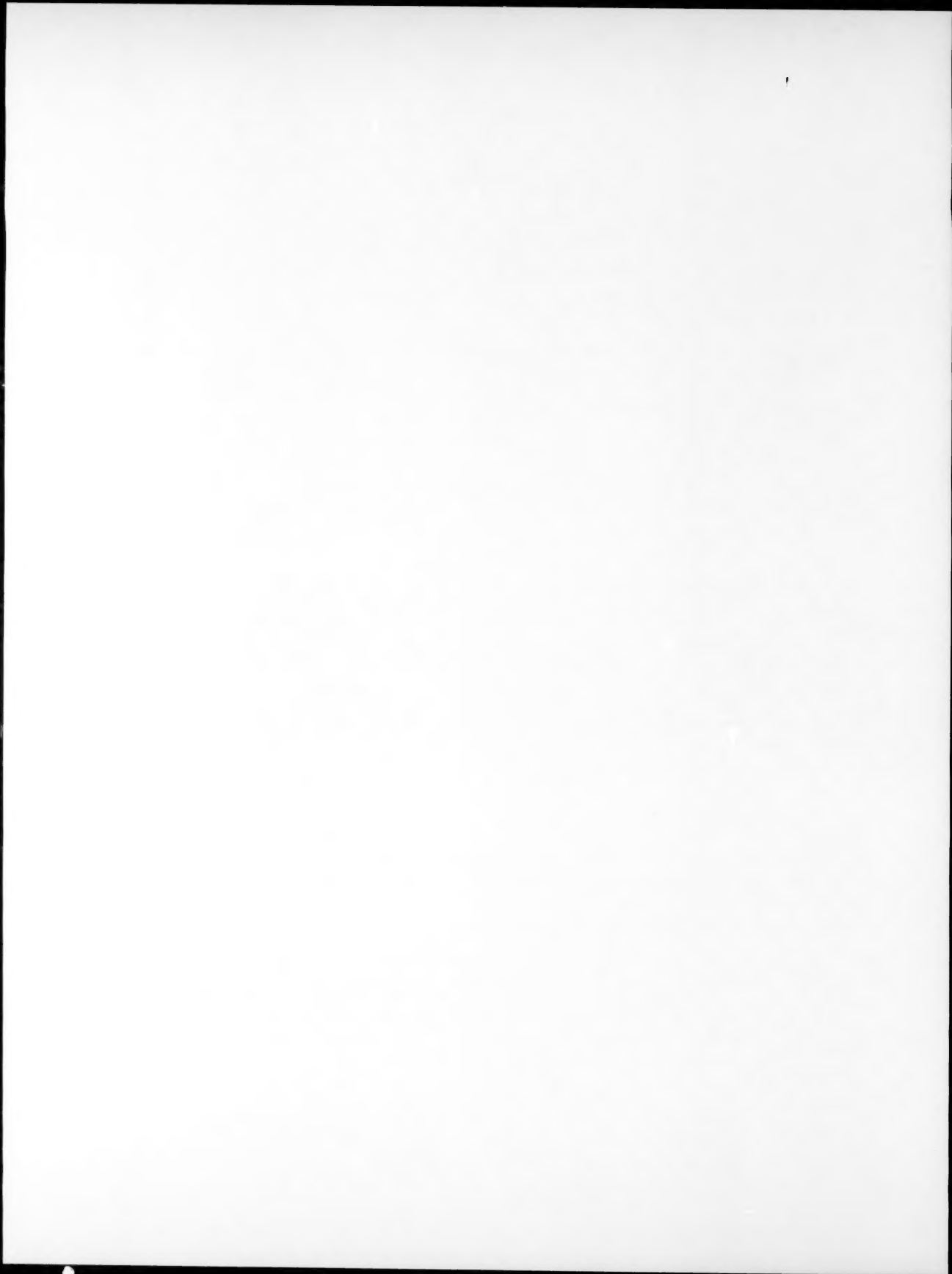
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20014. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. The basic domestic annual subscription price is \$42.70 a year. Detailed subscription information appears on the inside front cover and on the page in the back of *RIE* entitled "How to Order *Resources in Education*."



ERIC Clearinghouse Publications

This page highlights the documents in this issue of RIE that are new ERIC publications prepared by the ERIC Clearinghouses. For each brief citation appearing here there is a full abstract appearing under the same ED number in the pages of RIE.

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, annotated bibliographies, state-of-the-art studies, interpretative studies on topics of high current interest, and many similar documents designed to compress the vast amount of information available and to meet the current needs of ERIC users. These products constitute new contributions to the literature by ERIC.

Availability of Clearinghouse Publications

ERIC Information Analysis Products and other major publications are published by the individual ERIC Clearinghouses responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, they are announced in RIE or CIJE, as appropriate. If announced in RIE, they are contained in all ERIC microfiche collections and may be ordered individually in microfiche or hardcopy from the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. Special collections of these Clearinghouse products are available from EDRS as follows:

1975-77	(574 documents)	\$114.00 (including postage)
1978	(211 documents)	\$ 40.95 (including postage)
1979	(159 documents)	\$ 29.15 (including postage)

Citations (By Clearinghouse)

ED 199 585 CG 015 006

Waltz, Garry R. Benjamin, Libby
Programs and Practices in Adult Counseling.
 ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 58p.
EDRS Price - MF01/PC03 Plus Postage.
 Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$6.00).

ED 199 609 CG 015 030

Parker, Karen
Helping the Displaced Homemaker: One Day at a Time.
 ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 32p.
EDRS Price - MF01/PC02 Plus Postage.
 Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$6.00).

ED 199 610 CG 015 031

Lynch, Michael L. And Others
Student Affairs in the 1980s: A Decade of Crisis or Opportunity?
 ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 80p.
EDRS Price - MF01/PC04 Plus Postage.
 Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$7.00).

ED 199 611 CG 015 032

Manion, U. Vincent
Preretirement Education and Counseling.
 ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 40p.
EDRS Price - MF01/PC02 Plus Postage.
 Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$6.00).

ED 199 627 CG 015 105

Waltz, Garry R. And Others
Images: A Guide to Futurizing Your Classroom.
 ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 190p.
EDRS Price - MF01/PC08 Plus Postage.
 Alternate Availability—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$25.00).

ED 199 992 EC 132 568

Jenkins, Joseph R. Jenkins, Linda M.
Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.
 ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 99p.
EDRS Price - MF01/PC04 Plus Postage.
 Alternate Availability—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$7.25, Publication No. 212).

ED 199 993 EC 132 593

Nazzaro, Jean N. Ed.
Culturally Diverse Exceptional Children in School.
 ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 117p.
EDRS Price - MF01/PC05 Plus Postage.
 Alternate Availability—The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Query source for price).

ED 200 118 HE 013 602

Lenning, Oscar T. And Others
Student Retention Strategies. AAHE-ERIC-Higher Education Research Report No. 8, 1980.
 American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 67p.
EDRS Price - MF01/PC03 Plus Postage.
 Alternate Availability—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers).

ED 200 286 JC 810 208

Arns, Kathleen F. Ed.
Occupational Education Today. New Directions for Community Colleges, Number 33.
 Journal Cit—New Directions for Community Colleges; v9 n1 Spr 1981
 ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.; 124p.
EDRS Price - MF01/PC05 Plus Postage.

ED 200 342 RC 012 498

Wright, Lyle O.
Special Funding for Small and/or Isolated Rural Schools.
 ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; Utah State Board of Education, Salt Lake City.; 53p.
EDRS Price - MF01/PC03 Plus Postage.
 Alternate Availability—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (\$8.35).

ED 200 400 SE 033 912

White, Arthur L. Ed. Novak, John A. Ed.
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (54th, Grossinger's in the Cat-skills, New York, April 5-8, 1981).
 ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Association for Research in Science Teaching.; 221p.
EDRS Price - MF01/PC09 Plus Postage.
 Alternate Availability—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$4.00).

ED 200 436 SE 034 580

Spikell, Mark A. Ed.
Programmable Calculators: Implications for the Mathematics Curriculum.
 ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; 124p.
EDRS Price - MF01/PC05 Plus Postage.
 Alternate Availability—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$3.00).

ED 200 438 SE 034 585

Riehs, Robert J.
An International Review of Minimal Competency Programs in Mathematics.
 International Association for the Evaluation of Educational Achievement, Hamburg (West Germany); Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.; 182p.

Citations (By Clearinghouse)

RIE Highlights

EDRS Price - MF01/PC08 Plus Postage.
Alternate Availability—Information Reference
Center (ERIC/IRC), The Ohio State Univ., 1200
Chambers Rd., 3rd Floor, Columbus, OH 43212
(\$5.00).

ED 200 516 SP 017 366

Gliessman, David H.

**Learning How to Teach: Processes, Effects, and
Criteria.**

ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.; 35p.

EDRS Price - MF01/PC02 Plus Postage.

ED 200 517 SP 017 369

Miles, William R., Ed.

**Research and Issues in Gifted and Talented Educa-
tion: Implications for Teacher Education.**

ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.; 73p.

EDRS Price - MF01/PC03 Plus Postage.

ED 200 522 SP 017 376

Sparks, Dennis Hammond, Janice

Managing Teacher Stress and Burnout.

American Alliance for Health, Physical Education,
Recreation and Dance (AAHPERD); ERIC
Clearinghouse on Teacher Education, Washing-
ton, D.C.; 49p.

EDRS Price - MF01/PC02 Plus Postage.

Alternate Availability—AAHPERD Publications,
P.O. Box 870, Lanham, MD 20801 (No. 245-
26878, \$4.00).

DOCUMENT SECTION

SAMPLE RESUME ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document.

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ED 654 321

Smith, John D. Johnson, Jane

Career Education for Women.

Central Univ., Chicago, Ill.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25)

Language—English, French

EDRS Price MF01/PC06 Plus Postage.

Pub Type—Dissertations/Theses (040)

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Clearinghouse Accession Number.

CE 123 456

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA—ERIC Processing and Reference Facility	1	JC—Junior Colleges	138
CE—Adult, Career, and Vocational Education	1	PS—Elementary and Early Childhood Education	145
CG—Counseling and Personnel Services	35	RC—Rural Education and Small Schools	151
CS—Reading and Communication Skills	44	SE—Science, Mathematics, and Environmental Education	159
EA—Educational Management	69	SO—Social Studies/Social Science Education	168
EC—Handicapped and Gifted Children	88	SP—Teacher Education	178
FL—Languages and Linguistics	96	TM—Tests, Measurement, and Evaluation	191
HE—Higher Education	106	UD—Urban Education	198
IR—Information Resources	129		

AA

ED 199 376 AA 001 088
Resources in Education (RIE). Volume 16, Number 8.

Educational Resources Information Center (ED), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 81

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$42.70 (Domestic), \$53.40 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Education, *Indexes
Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 199 377 CE 020 693
Wurzburg, Gregory

Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act.

National Council on Employment Policy (DOL), Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—[28 Feb 79]

Note—49p.; This Overview is taken from The Local Focus on Youth, third in a series prepared for the National Council on Employment Policy, under contract with the Employment and Training Administration, U.S. Department of Labor.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Change Strategies, *Employment Programs, Federal Legislation, Federal Programs, Policy, Program Administration, Program Development, Program Effectiveness, *Program Implementation, *School Districts, Unemployment, Youth, *Youth Employment, Youth Problems, *Youth Programs
Identifiers—Comprehensive Employment and Training Act, *Local Focus on Youth (The), *Youth Employment and Demonstration Projects Act

This overview of an evaluation of prime sponsor implementation of the Youth Employment and Demonstration Projects Act (YEDPA), offers an interpretation of ten case study findings. It is divided into four principal parts. The first, "Summary of Findings and Recommendations," summarizes findings about local programs implementing YEDPA and suggests strategies and tactics to guide the Department of Labor in forthcoming operations. The second, "Program Experience in Fiscal 1978," reviews administration and operation of local youth programs. Issues covered in this section are linkages between prime sponsors and local schools, the client population, interaction between the summer job program and YEDPA, local accountability, spending patterns, and discrepancies between planned and actual performance. The third section, "Planning for 1978," identifies changes in local programming from the first to second year of YEDPA and analyzes the reasons for the changes and their likely consequences. Changes in procedures and operations, institutional roles, and policy are discussed. The fourth section, entitled "The Local Perspective," adopts the prime sponsor perspective and examines some of the local conditions that have had an effect on YEDPA implementation. Prime sponsor staff stability and the role of regional offices are covered. (MN)

ED 199 378 CE 024 299
Hole, F. Marvin And Others

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and

Technical Education.

Pub Date—Jun 77

Note—122p.; For related documents see ED 157 901 and ED 160 741.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administration, Administrator Education, Administrator Responsibility, Administrator Role, Administrators, Adult Education, *Allied Health Occupations Education, Competence, Competency Based Teacher Education, *Educational Needs, Guidelines, Job Skills, Leadership, Management Development, Needs Assessment, Postsecondary Education, *Program Effectiveness, Questionnaires, Secondary Education, Surveys, *Teacher Certification, *Teacher Education, Teacher Qualifications, Teacher Responsibility, Teacher Role, *Teaching Skills
Identifiers—*Pennsylvania

A research project examined adequacy and appropriateness of traditional means of teacher preparation for health occupations programs and made recommendations for change. Its specific task was to survey (via questionnaires) all personnel involved in health occupations programs at the secondary, postsecondary, and adult levels in various educational institutions of Pennsylvania. A major portion of the questionnaire requested teachers and administrators to indicate degree of competence they felt was needed as compared to degree of competence they had acquired with regard to their responsibilities and activities related to health occupations, general instruction, and leadership/management. Other portions requested biographical data and perceptions regarding certification guidelines and procedures and course time and meetings. Findings revealed 37% of respondents had no teaching certificate. The majority felt certification guidelines were at least somewhat adequate and courses taken for certification were very to somewhat important. Respondents felt a need for greater competence in all three activity areas surveyed. Approximately 63% indicated interest in participating in a program of health occupations teacher education. (Data are presented in fifty-one graphs and figures. The survey instrument is appended.) (YLB)

ED 199 379 CE 024 528
Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13.

Brooke Army Medical Center, Fort Sam Houston, Tex. Health Care Research Div.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Sep 75

Note—428p.; An accompanying text for this course, Orthopedic Nursing Procedures, is available.

ble on loan from The National Center Clearinghouse, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Adult Education, *Anatomy, Behavioral Objectives, Educational Objectives, Grade 11, *Health Occupations, High Schools, *Human Body, Instructional Materials, *Job Skills, Learning Activities, *Medical Services, Postsecondary Education, Skills, *Technical Education, Tests, Vocational Education

Identifiers—Military Curriculum Project, *Orthopedics

These military-developed curriculum materials for a course for orthopedic specialists are targeted for students from grades 11 through the adult level. The course is designed to provide a working knowledge of the application of casts, traction, and splints to orthopedic patients and the removal of these devices; a working knowledge of assisting in minor surgical procedures; and a general knowledge of human anatomy and basic orthopedic principles. The course consists of nine academic subject areas covering 183 hours of instruction. The course package consists of a list of instructional objectives, description of the scope of subjects covered in the course, instructional guides, two technical manuals, demonstrations, and sample examinations. Subjects covered in the manuals are anatomy and physiology, care and handling of orthopedic patients, medical terminology, orthopedic conditions, methods and materials used for orthopedic appliances, supply procedures, patient relationship, and practical aspects of clinical management and application of orthopedic appliances. Demonstrations deal with the application of various types of casts and bandages. A text, *Orthopedic Nursing Procedures*, is to be used in conjunction with this course—see note. (MN)

ED 199 380 CE 024 785

Hole, F. Marvin

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report, Health Occupations, Monograph Number 6, Vocational-Industrial Education Research Report, Volume 15, Number 16.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Nov 77

Note—365p. Some pages will not reproduce well due to small, light print. For a related document see ED 160 741.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Allied Health Occupations Education, Allied Health Personnel, Coordination, *Curriculum Development, Day Care, *Dental Assistants, *Home Health Aides, *Inservice Teacher Education, *Instructional Improvement, Learning Activities, Medical Assistants, Participant Characteristics, Teaching Methods, Visual Aids, Workshops

Identifiers—Pennsylvania (Central)

This report contains a twenty-one page narrative of a project which provided inservice education to health occupations teachers in Central Pennsylvania through four summer workshops as well as the workshop materials. The narrative describes the workshops, which focused on dental assisting activities for health assistant teachers, improvement of instruction for health occupations, curriculum development for health assistant teachers, and curriculum development for home-health management teachers. A section on findings presents demographic characteristics of participants. The first four appendices contain selected materials and handouts utilized in (1) Dental Assisting Activities for Health Assistant Teachers Workshop, (2) the Home-Health Assistant Curriculum Development Workshop, (3) the Health Assistant Curriculum Development Workshop, and (4) both the Home-Health Management Curriculum Development Workshop and the Health Assistant Curriculum Development Workshop. Materials in the first three appendices include exercises, resource and reference lists, articles, information sheets, charts, and visual aids. The booklet, *Easy-To-Do Toys and Ac-*

tivities for Infants and Toddlers, comprises the fourth appendix. The final (fifth) appendix is the paper, *Guidelines for Clinical Experience in Health Occupations Education*. (YLB)

ED 199 381 CE 025 089

Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979).

International Council for Adult Education, Toronto (Ontario); Swedish National Federation of Adult Education Associations, Stockholm.

Pub Date—Jun 79

Note—91p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Adult Literacy, Case Studies, *Cooperation, Developing Nations, Development, *Economic Development, Educational Development, *Educational Research, International Organizations, *International Programs, International Relations, Literacy Education, National Organizations, National Programs, Rural Development, Seminars, *Social Change

This publication contains reports, papers, and presentations from the International Seminar on Research in Adult Education and Development. The keynote address, *The Role (Past, Present, and Future) of Adult Education in Development*, reviews the five-year Design for Action from the 1976 International Conference on Adult Education and Development. The report of the research seminar contains these sections: key issues raised, summaries of ten papers and presentations (panels and consortium), and research needs. Titles include (1) *Adult Learning—The Study Circle as Method*, (2) *The Role of Research in Adult Education Activities*, (3) *Recruitment to Adult Education—Research and Outreach Activities*, (4) *Evaluation Plan for the National Adult Education Program in India*, and (5) *Issues in Participatory Research*. The report of the second seminar contains these materials: observation, questions, and issues; strategies and recommendations; six national case studies; and reports on three international and four national development aid agencies. The case studies of adult education in practice describe literacy and health in Kenya, rural development in Honduras and Haiti, integrated child development services in India, women's participation in development in Nigeria, and Tanzania's Folk Development Colleges. (YLB)

ED 199 382 CE 025 553

Koble, Daniel E., Jr. Cap. Orest

Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Vermont State Dept. of Education, Montpelier.

Pub Date—28 Feb 79

Note—161p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Vocational Education, *Budgets, *Computer Oriented Programs, Data Analysis, Data Collection, Data Processing, *Feasibility Studies, Labor Needs, Labor Supply, *Management Information Systems, *Personnel Needs, Postsecondary Education, Secondary Education, Systems Development, *Vocational Education

Identifiers—*Vermont

This report describes a study to collect, analyze, interpret, and report appropriate information that could be used to guide the implementation of an automated management information system (MIS) for vocational education in Vermont. The first section lists twenty-five specific recommendations for action to follow-up the completion of this study. The next five sections present an introduction, statement of the problem, goals and objectives, methodology (which included interviews and consultations, design of three MISs, and orientation workshop), and review of the literature. In the final and largest section three alternative MISs are discussed: manual-based MIS, mechanized MIS, and combination manual/mechanized MIS. Topics covered include alternate organizational elements, analysis of current MIS resources, assuring data

quality, and labor supply/demand data. Detailed strategies are then outlined for development of manual-based and computer-based MISs. For each alternative this information is presented: overview of system (advantages and disadvantages), discussion of its components, budget justification, estimated budget, personnel requirements, and flow diagram. Appendices, amounting to approximately one-third of the report, include Data Collection Needs Based on Vocational Education Data System and Data Collection Based on Vermont's Current Data Elements. (YLB)

ED 199 383 CE 026 893

Morgan, Colin Turner, Colin

Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds, Educational Studies: A Second Level Course, E222: The Control of Education in Britain.

Open Univ., Walton, Bletchley, Bucks (England).

Report No.—ISBN-0-335-06821-9

Pub Date—79

Note—73p. For a related document see CE 026 895.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Education, Administrative Organization, Administrator Education, Behavioral Objectives, *College School Cooperation, Continuing Education, Course Content, Curriculum, Educational Administration, Educational History, *Educational Policy, *Educational Practices, Higher Education, High Schools, *High School Students, *Instructional Program Divisions, Postsecondary Education, Teacher Associations, Trade and Industrial Education, Unions, Universities, Vocational Education

Identifiers—*Great Britain, *Sixth Form, Tertiary Colleges

This document is a curriculum outline for a unit of a course in educational administration; it offers an overview of the educational system in Great Britain, with special emphasis on education of sixteen- to nineteen-year-olds. The objectives of the unit are the following: (1) to explain the curricular traditions that influence the provision made for the sixteen- to nineteen-year-olds and to describe the range of institutions that serves this age group; (2) to outline the policy problems raised in providing for sixteen- to nineteen-year-olds and analyze the factors that policy-makers would need to take into account were they to seek the objective of overall, coordinated control at the institutional, local, and central government levels; and (3) to discuss the running of the colleges of further education, and compare and contrast the government and control of these colleges with those of the schools. Material covered in the unit includes curricular traditions: academic, vocational, industrial, sixteen- to nineteen-year-olds; institutional arrangements: the school sixth form, colleges of further education, teachers' associations in further education, the tertiary college, and the 16-19 Federation; the question of the break in education at age sixteen; and an overall view and conclusion. Activities are provided for the various information areas. (KC)

ED 199 384 CE 026 895

Small, Nick

Unit 14: Adults and Education, Educational Studies: A Second Level Course, E222: The Control of Education in Britain.

Open Univ., Walton, Bletchley, Bucks (England).

Report No.—ISBN-0-335-06823-5

Pub Date—79

Note—85p. For a related document see CE 026 893.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Organization, *Adult Education, Agency Cooperation, Agency Role, Behavioral Objectives, Bureaucracy, Community Education, Course Content, Educational Administration, *Educational Cooperation, *Educational Needs, *Educational Objectives, *Educational Policy, Educational Practices, Educational Resources, Education Work Relationship, Influences, Institutional Cooperation, Literacy Education, Postsecondary Education, *Training, Universities

Identifiers—England, *Great Britain, Northern Ireland, Scotland, Wales

This document is a curriculum outline for a unit of a course about adult education in Great Britain.

The objectives of the unit are the following: (1) to identify existing forms of provision for adult education and training; (2) to relate existing provision to explicit policies and to existing demand; (3) to understand the character of the relationship between provision for adult education and training and the provision of education and training at other levels; (4) to identify differences in the objectives and in the influence of the various providing bodies; and (5) to review the current policies for future development in this area. Material covered in the unit includes adult education in England, Wales, Scotland, and Northern Ireland; training programs for adults; and the interrelationship of adults, education, training, and work. Activities are included for the various information areas. (KC)

ED 199 385 CE 026 984
Visser, B. L.

Electroencephalographic Assessment in Vocational Counselling. Special Report.

National Inst. for Personnel Research, Johannesburg (South Africa). Council for Scientific and Industrial Research.

Report No.—CSIR-PERS-296; ISBN-0-7988-1661-9

Pub Date—Mar 80

Note—49p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Behavior Problems, *Career Counseling, Disabilities, *Electroencephalography, Individual Characteristics, *Learning Disabilities, Learning Problems, *Medical Evaluation, *Mental Disorders, Personality Assessment, Personality Problems, *Physical Disabilities, Testing, Young Adults
Identifiers—*Client Characteristics

A study examined the role of electroencephalograms (EEGs) in vocational counseling. A total of sixteen-eight subjects, fifty of whom were under twenty and seventeen of whom were between the ages of twenty-one and twenty-nine, were referred for EEGs after being diagnosed as having concentration and learning difficulties. Various members of this group of EEG candidates were given high or intermediate batteries of tests for mental alertness, arithmetic problems, reading comprehension, and vocabulary. (Not all candidates took the same tests.) Their scores were compared to those of the normal population; EEG group scores were significantly lower on all tests. The EEG group was divided into three groups, depending upon whether they had no, minor, or severe psychologically-oriented defects such as epilepsy, head injuries, or brain damage. Data analysis revealed that severity of complaint had no bearing on test results. Type of defect did, however, figure significantly in test results. It was concluded that EEG findings may be useful as an aid to counseling, provided that they are considered as an extra variable, possibly contributing additional information to the sum total of information about the individual. (MN)

ED 199 386 CE 026 990
Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.

State Univ. of New York, Farmingdale. Agricultural and Technical Coll.

Spons Agency—New York State Education Dept., Albany.

Pub Date—6 Oct 78

Contract—VEA-78-3C-794

Grant—VEA-464-36B

Note—158p.; Not available in paper copy due to light and broken print.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Conservation Education, Continuing Education, Energy, *Energy Conservation, Guides, Higher Education, Instructional Materials, *Laboratory Equipment, *Laboratory Experiments, Laboratory Manuals, Laboratory Procedures, Learning Activities, Power Technology, *Programmed Instruction, *Solar Radiation, Technical Education

A programmed instruction course was developed, consisting of fifteen experiments encompassing eleven separate pieces of equipment operational in a solar and energy conservation lab. The programmed instruction manual for the lab was evaluated and revised during a workshop. This

evaluation indicated that both the lab and manual are valuable tools aiding in efforts to conserve fossil fuels. The manual, which is also provided, consists of nine sections and an appendix. The first two sections contain programmed experiments involving a solar cycle trainer and solar schematic trainer. Section 3 provides power: solar trainer instructor and trainee manual materials. Section 4, which deals with a heat pipe, contains general characteristics of the heat pipe, a simplified theoretical analysis, an introduction to a heat pipe mini-lab, and suggested experiments for the mini-lab. Computer programs dealing with the cooling and heating modes of a solar-assisted heat pump and an air-to-air solar trainer are contained in sections 5-7. Section 8, which deals with heat pump technology, contains a review of the simulated system and two practice exercises. Section 9 presents a sample print-out covering a domestic solar hot water heater. An appendix discusses teaching the principles of solar energy in the undergraduate engineering laboratory. (MN)

ED 199 387 CE 027 151
Johnson, Lynn G., Ed.

Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. I. Ohio Board of Regents, Columbus.

Pub Date—Aug 80

Note—78p.; Not available in paper copy due to colored print.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, Adults, *Adult Students, Annotated Bibliographies, Colleges, Disadvantaged, Females, Inner City, *Lifelong Learning, Literature Reviews, *Models, *Needs Assessment, Nontraditional Students, Nursing Education, Postsecondary Education, *Research Methodology

Identifiers—California (Oakland), Illinois, Massachusetts (Springfield), New York

This volume deals specifically with needs assessment as a systematic effort to understand the educational needs and interests of adults. It is introduced by Lynn G. Johnson, who provides an overview of resources and issues in needs assessment and summarizes briefly the papers which follow. In Part 1, K. Patricia Cross describes the kinds of studies which have been conducted by educational providers, policy-making bodies, and researchers; and summarizes generalizations about adult learners that are well established, the common failings and limitations of assessment studies, and suggestions for future research. Part 2 describes four needs assessment models: (1) a survey by Felissa L. Cohen on the need for a nursing baccalaureate degree completion program in Illinois; (2) an assessment of the needs of adult women returning to college in Springfield, Massachusetts, by Ruth S. McClain; (3) an assessment of the needs of low-income inner-city residents in Oakland, California, by Margorie Griffin Murray; and (4) a comprehensive study of adults in upstate New York by Helen C. Veres. In Part 3, Floyd Pennington gives practical how-to advice on conducting needs assessments, while David R. Greer provides an annotated bibliography on needs assessment in part 4. This volume is the first in a series of studies designed to identify new needs and directions in lifelong learning. (KC)

ED 199 388 CE 027 450
Smith, Brandon B. And Others

Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—498AH70203

Pub Date—Nov 80

Contract—G007701991

Note—376p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Administrator Attitudes, *Educational Needs, Educational Research, Evaluation Criteria, *Inservice Teacher Education, Methods, Needs Assessment, Postsecondary Education, Program Effectiveness, Program Evaluation, *Program Validation, Questionnaires, Secondary Education, *Staff Development, Student Attitudes, Surveys, Teacher Attitudes, Teacher

Evaluation, *Vocational Education, *Vocational Education Teachers

Identifiers—Kentucky, Virginia, Wisconsin

A project determined the external validity and generalizability of a staff development procedure for inservice secondary and postsecondary vocational instructors in the states of Kentucky, Virginia, and Wisconsin. Four secondary vocational and ten postsecondary schools participated in the project, which included 453 vocational instructors, 53 immediate supervisors of the teachers, and 5,777 students, representing at least one class of students for each participating teacher. Teachers, supervisors, and students completed optical scan forms related to professional pedagogical needs assessment and evaluation of instruction. Data were analyzed to determine whether there were differences among responses for survey participants from the three states in terms of instrument reliability, content validity, concurrent validity, utility validity, and relative costs. There were no differences among the three states for secondary and postsecondary pupils, teachers, and supervisors in terms of the reliability, concurrent validity, utility validity, and relative costs. There were differences among respondents from the three states in terms of the content validity of both instruments. (Seven appendices—half the document—contain the two instruments, item-relevance data for both instruments, and evaluation of the instruments for secondary personnel.) (MN)

ED 199 389 CE 027 653

Dobson, John R. A.

Notes & Quotes on Adult Learning.

Saint Francis Xavier Univ., Antigonish (Nova Scotia).

Pub Date—[79]

Note—382p.; Not available in paper copy due to broken print.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131) — Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Adult Learning, Adults, Affective Behavior, Citations (References), Cognitive Processes, *Educational Assessment, *Educational Planning, Educational Strategies, Evaluation, Glossaries, Group Instruction, Individual Instruction, *Instructional Design, Instructional Development, Learning Processes, *Learning Theories, Lifelong Learning, Student Evaluation, *Teacher Role

This document is a review of literature on adult learning, assembled in a computer-printout format. It brings together brief statements made by authors on the various major aspects of individual and social (associational) learning, as well as information on planning and evaluation. The document also contains a glossary of adult education terms and a bibliography. Although the document is presented in the conventional form of a monograph, the soft-wear support system allows the data base to be continually updated by additions and deletions. The document covers the major learning theories, the teacher/facilitator's role, as well as the process of facilitation, and reflections on the management of thinking and feeling. (KC)

ED 199 390 CE 027 759

Minugh, Carol J.

Analysis of Key Federal Legislation Affecting Vocational Education for Indians.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—81

Contract—300-78-0032

Note—104p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*American Indian Education, American Indians, *Educational Legislation, Educational Opportunities, *Federal Indian Relationship, *Federal Legislation, *Federal Programs, Financial Support, Policy Formation, Public Policy, *Vocational Education

This analysis of legislation related to vocational education for Indian people was designed to assist vocational education planners at the local or tribal level. The analysis is divided into three chapters. Chapter 1 serves as an introduction and gives a brief

background to vocational education as it relates to Indians. Chapter 2 presents an examination of twelve pieces of legislation and the programs or titles administered under the legislation that provide vocational education opportunities for Indians. Chapter 3 provides an analysis of the legislation's strengths and weaknesses as well as recommendations for future legislation and administrative policy. The appendices provide information related to the amounts appropriated for each program and several administrative requirements which apply to most federal assistance programs (KC)

ED 199 391 CE 027 760

Starr, Harold And Others

Comprehensive Planning Task. Description of Procedures.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—81

Contract—300-78-0032

Note—47p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Coordination, *Data Analysis, *Data Collection, *Educational Planning, *Educational Research, Evaluation Criteria, Methods, Planning, Program Improvement, *Research Methodology, Research Projects, School Districts, Site Analysis, Site Selection, State Programs, Synthesis, *Vocational Education

This report presents an overview of the procedures used to produce the findings contained in three reports concerning vocational education coordination and planning. Following a summary of the findings of barriers and facilitators to coordination in vocational education planning, a description of the basic procedures for this research effort is provided. It includes the six specific selection criteria for selecting field site states from which to gather data, criteria for choosing pertinent documents containing information about planning coordination, a list of types of individuals selected for interviews, and an outline of procedures used for analyzing and synthesizing data. After a summary of the findings of a study on conditions affecting vocational education planning and improving the technology of vocational education planning, an overview of the procedures used to complete the study is provided. These procedures included identification of key issues and areas in planning; establishment of logistical arrangements; correction of information by visitation, observation, and document review; and information analysis and synthesis. (Appendices contain sample documents secured from two states and from local schools and sample forms for summarizing field site evidence of planning activities.) (MN)

ED 199 392 CE 027 762

Merz, Harold And Others

Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—81

Contract—300-78-0032

Note—19p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, *Educational Legislation, *Educational Needs, *Educational Planning, Federal Legislation, Guidelines, Influences, Information Utilization, Methods, Models, Postsecondary Education, Program Evaluation, *Program Improvement, Research Methodology, Research Needs, *School Districts, Secondary Education, State School District Relationship, Statewide Planning, *Vocational Education

A report described the current context, realities, and research and development needs of local level vocational education planning to provide a foundation for improving local level planning technology. Examination of the legislative context for vocational education planning revealed that interagency coordination and consultation, use of data about job availability and student and community needs, and consideration of evaluation findings are key ingredients in the planning process. Organizational design,

funding, and goals; local regulations; enrollment patterns; and community economic and demographic characteristics are among environmental factors affecting educational planning. A sample of planning tools and techniques and training material and activities was derived by examining discrepancies between federal legislative intent for vocational education planning and the observed realities of local level vocational education planning as it takes place under diverse environmental conditions. These tools and techniques include models and procedural guides to assist local school administrators and planners, models and procedural guides to facilitate statewide coordination between state and local level agencies, techniques to define new and emerging job skills needed for changing technologies, improved information systems for use by local schools, and competency-based training materials for individuals and/or group instruction to enhance planning skills. (MN)

ED 199 393 CE 027 858

Lafferty, Bill R.

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979.

Education Service Center Region 20, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—502AH60020

Pub Date—Jan 80

Grant—G61-76-00967-502

Note—193p.; Some tables will not reproduce well due to small print. For a related document see ED 147 623.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Career Education, Career Exploration, Competence, Competency Based Education, *Education Work Relationship, Experiential Learning, Individualized Instruction, Learning Centers (Classroom), *Program Effectiveness, Program Evaluation, *Program Implementation, School Business Relationship, School Community Relationship, Student Attitudes, Vocational Education, *Work Experience Programs

Identifiers—*Experience Based Career Education, Texas (San Antonio)

The San Antonio Experience-Based Career Education (EBCE) project was evaluated by a third party for its three years of operation. The project was designed to assist youth in making a successful transition to adulthood through community-based and learning center experiences, and was implemented by the Harlandale and San Antonio school districts. Learning resources consisted of those in the learning center and those provided at community sites, with about 100 students participating each year. Both process and outcome of the project were evaluated. The process evaluation reviewed and assessed personnel, learning center, community sites, students, learning plans, learning activities, and student records through three intensive site visits. The program was found to be conducted in an appropriate manner; some difficulties were noted in establishing experimental and control groups for the evaluation and having students meet all EBCE model requirements. The outcome evaluation used experimental and control groups of unknown equivalence and a set of instruments measuring relevant variables in career, basic, and life skills in a pretest-posttest design. Program efficacy was not confirmed in the career or life skills area, and mixed results were obtained for basic skills. Survey results from students, parents, and employers offered strong testimony regarding program quality and value. Recommendations were offered for project records and program refinement. (This report includes three major sections: narrative report of the three-year program, third-party evaluation, and appended project materials.) (Author/KC)

ED 199 394 CE 028 071

Goetsch, David L.

Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs.

Okaloosa-Walton Junior Coll., Niceville, Fla.

Pub Date—15 Mar 78

Note—108p.; Not available in paper copy due to light print.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Colleges, *Educational Needs, Educational Planning, Educational Policy, *Inservice Teacher Education, Models, Needs Assessment, *Part Time Faculty, Policy Formation, *Program Development, Two Year Colleges, Vocational Education, *Vocational Education Teachers, *Workshops

Identifiers—Okaloosa Walton Junior College FL

A study was conducted to determine what is being done nationally in terms of inservice education for part-time vocational faculty and the most pressing inservice needs of part-time vocational faculty at Okaloosa-Walton Junior College. As a result of the study, an inservice education program for part-time faculty at the college that could serve as a model for other institutions was developed, and the program was implemented by means of a pilot project, evaluated, and followed by a full workshop to meet strongly felt inservice needs. The study was conducted by sending needs assessment letters to state departments of education, division of community colleges, in each of the forty-four states that has a public community college system, and by surveying the entire part-time vocational faculty at Okaloosa-Walton to determine their most strongly felt inservice needs. Though only 16 percent of the state departments indicated that inservice education was provided for part-time faculty in their state, 40 percent recognized the need for it. The part-time faculty at Okaloosa-Walton identified metric measurement, teacher liabilities, motivating students, and teaching disadvantaged students as their most strongly felt inservice needs. All participants in the pilot and full-service workshops found the workshops to be beneficial. It was recommended that all community colleges employing part-time vocational faculty develop and implement inservice programs designed specifically to meet the needs of part-time instructional personnel. (Author/KC)

ED 199 395 CE 028 077

Toikka, Richard S.

The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1.

Urban Inst., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—8 May 78

Contract—J-9-M-8-0035

Grant—DOL-51-11-77-04

Note—49p.; For related documents see CE 028 078-079. Paper presented at the Annual Conference of the Western Economic Association (Honolulu, HI, June 1978).

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Demonstration Programs, Disadvantaged Youth, *Employment Programs, Employment Statistics, *Federal Programs, Females, Males, Minority Groups, Models, *Program Effectiveness, *Research Methodology, Statistical Analysis, *Unemployment, Whites, *Youth Employment, Youth Programs

Identifiers—Comprehensive Employment and Training Act, Markov Processes, Youth Employment and Demonstration Projects Act

A study was conducted to address the question of what impact the expansion of employment and training programs for youth (such as the Youth Employment Demonstration Projects Act of 1977) is likely to have on employment and unemployment of young people. The method used in the analysis was to specify a model (similar to the Markov model) of the youth labor market which focuses on turnover flows between employment, unemployment, and school; and then to introduce employment and training programs and determine their impact on employment and unemployment both in the short-run and the long-run. The theoretical model identifies those program characteristics which are important in affecting employment and unemployment: (1) the extent to which the program is targeted at a particular group, e.g., the unemployed, low income, etc.; (2) the placement rates of individuals leaving the program; (3) the scale of the program; (4) the timing of the program; and (5) whether or not the program changes the participants' longer-term labor market success. Using these factors, it was predicted that the impact of spending \$500 million more on youth employment programs would mean a reduction in unemployment

ment rates of between 0.1 and 0.9, depending on the assumptions made. The study laid the foundation for future examination of these issues with manipulation of different variables. (KC)

ED 199 396 CE 028 078
Toikka, Richard S.

Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2.

Urban Inst., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—25 Jan 79

Contract—J-9-M-8-0035

Grant—DOL-51-11-77-04

Note—17p.; For related documents see CE 028 077 and CE 028 079.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demonstration Programs, Disadvantaged Youth, *Employment Programs, Employment Statistics, *Federal Programs, Females, Males, Minority Groups, Models, *Program Effectiveness, *Research Methodology, Statistical Analysis, *Unemployment, Whites, *Youth Employment, Youth Programs

Identifiers—Comprehensive Employment and Training Act, Markov Processes, Youth Employment and Demonstration Projects Act

This document is a continuation of CE 028 077 and uses the same statistical model (Markov Processes) with slight variations on the technique to carry out a simulation of the impact of the expansion in youth employment programs which occurred in fiscal 1978. Department of Labor 1977 figures for the total number of job/training positions funded by program were obtained, and 1978 figures were projected. These positions were then allocated across demographic groups on the basis of the distribution of enrollees by demographic group in the two years. The total expansion consisted of 221,000 jobs. Using the figures above and other factors in a simulation, it was estimated that the equilibrium impact of an expansion in youth employment and training programs by 221,000 slots with labor market conditions being what they were in fiscal 1977 would be reductions in unemployment rates of slightly more than one percent for nonwhite teenagers and small or negligible changes for other population groups. (KC)

ED 199 397 CE 028 079

Toikka, Richard S.

Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.

Urban Inst., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—Nov 79

Contract—J-9-M-8-0035

Grant—DOL-51-11-77-04

Note—44p.; For related documents see CE 028 077-078.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Demonstration Programs, Disadvantaged Youth, *Employment Programs, Employment Statistics, *Federal Programs, Females, Males, Minority Groups, Models, *Program Effectiveness, *Research Methodology, *Statistical Analysis, Unemployment, Whites, *Youth Employment, Youth Programs

Identifiers—Comprehensive Employment and Training Act, Markov Processes, Youth Employment and Demonstration Projects Act

This paper develops an approach to estimating the effect of government employment and training programs on measured unemployment. The theoretical aspects of the method draws heavily on earlier work on labor market flow equilibrium (see note). Previous estimates of the direct or statistical impact of government programs on the unemployment rate have not been based on a general equilibrium model and no attempt was made in these studies to constrain the labor market to be in equilibrium. This paper describes an empirical procedure based on Markov flow equilibrium and then implements it with data on youth employment and training programs. Models with both constant and variable transition probabilities are analyzed. The results are contrasted with results of the alternative methodology used in previous studies. (Author)

ED 199 398

Tough, Allen

Interview Schedule for Studying Some Basic Characteristics of Learning Projects.

Ontario Inst. for Studies in Education, Toronto.

Pub Date—[Oct 75]

Note—14p.; For a related document see ED 054 428.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Learning, Adults, *Field Interviews, *Independent Study, Interviews, *Lifelong Learning, *Questioning Techniques, Research Methodology, Student Projects, Surveys

Identifiers—*Adults Learning Projects

This document is the interview schedule which was used to collect the data reported in "The Adult's Learning Projects" (see note), a research study conducted to determine the basic characteristics of learning projects in several adult and youth populations. The document consists of the following: six pages of script for the interviewer to use in interviewing subjects, with hints and directions for using them, and handouts for interview subjects, including a list of some things that people learn about, question sheets designed to jog the interviewees' memories about how they have gone about learning, what they have learned, how much time they spent learning it, the effects of the learning, and who was responsible for planning the learning. (KC)

ED 199 399

CE 028 115

Sarapin, Marvin I.

Conceptual-Based Teaching in Industrial Arts.

Pub Date—81

Note—24p.; Paper presented at the National/International Annual Conference of the American Industrial Arts Association (43d/10th, Pittsburgh, PA, March 24, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Teaching, Course Content, Courses, *Curriculum Development, *Fundamental Concepts, *Industrial Arts, Instructional Materials, *Material Development, Units of Study, *Vertical Organization, Vocational Education

Identifiers—Conceptual Approach

One means to bridge the gap between theory and practice of industrial arts education is a system for curriculum development, course construction, and instructional material development using a conceptual-based approach. An essential task in this continuum is the identification of the instructional content base. Since industrial arts is the study of the concepts and principles associated with industrial technology, concept analysis is the appropriate procedure for identifying the universe of industrial arts instructional content. The process of concept analysis also attempts to cluster these concepts and principles that share some common criteria. Relationships of concepts within a cluster can be organized into a hierarchy. For the purposes of identifying the content base during the curriculum development process, a four-step hierarchy is normally adequate in delineating the concept universe of a technological cluster. Once the universe of a cluster has been analyzed and a concept hierarchy written, evaluated, and revised, specific concepts must be selected for courses of instruction and individual learning experiences. Vertical and horizontal articulation are two practical sampling plans for selecting content from the concept hierarchy for inclusion into courses and units of instruction. (Six figures are included.) (YLB)

ED 199 400

CE 028 118

Besse, Art

In Defense of PSE: An Opportunity Missed.

Wisconsin Univ., Milwaukee, Employment & Training Inst.

Pub Date—[80]

Note—27p.

Available from—Employment and Training Institute, University of Wisconsin, P.O. Box 413, Milwaukee, WI 53201 (\$3.50).

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Employment Programs, *Federal Programs, Financial Policy, *Financial Support, Policy Formation, *Program Effectiveness, *Public Policy, *Public Service Occupations, Resource Allocation, Tax Allocation

Identifiers—Comprehensive Employment and Training Act, *Public Employment Programs, Recession

This study argues for the use of public service employment (PSE) as a portion of an anti-recessionary fiscal policy package to include public works and tax cuts. Keynesian economics, deficit spending in this case, serves as the study's underpinnings. Chapter 1 reviews public service employment's current low status as an anti-recessionary measure. Selected positive and negative comments on the efficacy of PSE are included. In the second chapter, the key arguments for and against intervention in a recession are analyzed. Comparison of deficit spending to personal finances and a view of the economy as self-equalizing are dismissed. In the third chapter, public works, tax cuts, and public service employment are reviewed for their attributes and drawbacks as part of an economic recovery program. Since tax cuts are widely accepted and public works has fairly broad support, little time is spent in developing justification for their use. The public service employment section includes more detail, which is intended to outline PSE's advantages and its drawbacks: significantly more jobs are created per \$1 billion of public service expenditure than for either tax cuts or public works. The final chapter, while emphasizing the attractiveness of PSE as part of an anti-recessionary response, stresses that no single program is a panacea to the economic dislocation of a recession. A policy package using various mixes of the fiscal programs known to be effective when used in combination is needed to combat recession. (KC)

ED 199 401

CE 028 119

Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.

Institute for Women's Concerns, Arlington, Va.;

National Advisory Council on Vocational Education, Washington, D.C.; National Advisory Council on Women's Educational Programs,

Washington, D.C.

Pub Date—Dec 80

Note—198p.

Pub Type—Information Analyses (070) — Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Access to Education, Adult Students, Displaced Homemakers, *Educational Legislation, Educational Opportunities, Educational Trends, Enrollment, Federal Legislation, *Females, Government Role, Hearings, Males, Needs, Nontraditional Occupations, Nontraditional Students, *Program Effectiveness, *Sex Fairness, Sex Stereotypes, State Action, State Programs, Student Recruitment, Students, Trend Analysis, *Vocational Education

Identifiers—*Vocational Education Amendments 1976

This report focuses on a study that examined whether the implementation of the sex equity provision of the 1976 Vocational Education Amendments has resulted in equitable access to and benefit from the nation's vocational education system by women and men, girls and boys. The study focused on such issues as funding mechanisms; federal and state roles; local implementation; special needs of women; state sex equity coordinators; state plans, reports, and public hearings; administrators, counselors, and instructors; curricula and texts; and related legislation. Data in general showed that women have taken a greater part in vocational education, especially in sex-mixed programs, and less noticeably in non-traditional programs, than they did before the legislation was enacted. The report is organized in the following five sections by the major phases of the study: (1) an introduction to the issues involved and the methodology of the study; (2) an analysis of state reports and national and state enrollment data; (3) an analysis of recent research studies conducted to identify the impact of vocational education on women and men; (4) a description of the two public hearings conducted for this study and a summary of the issues raised; and (5) appendices which contain analyses of state reports and enrollment data, a matrix of the contents of state plans, and other details of the study. (KC)

ED 199 402 CE 028 136

Orthner, Dennis K., Ed. Chandler, Barbara A., Ed. National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980).

National Council on Family Relations, Minneapolis, Minn.

Spons Agency—Department of the Navy, Washington, D.C.

Pub Date—30 Nov 80

Contract—N00171-80-M-8120

Note—149p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Adults, Change Strategies, Counseling, Counseling Services, *Family (Sociological Unit), Family Attitudes, *Family Life, *Family Problems, *Family Programs, *Military Personnel, Needs, Policy, Program Design, Research Needs, Workshops

Identifiers—Navy, Stress (Biological), Stress Management, United States

These proceedings of a pre-conference workshop on the quality of family life in the military begin with an overview and the texts of the introduction to the workshop. Three presentations providing an orientation to military family programs and policies are included. Enrichment and support needs of military families and research needs of military families are the subjects of two presentations on the changing dimensions of military family life. Texts of five workshop summary reports (on military family research, military family policy, marriage and family enrichment, military family stress, and counseling military families) are provided. Appendixes, constituting half the proceedings, include a workshop evaluation, a Navy family program fact sheet, and text of seven conference reports. The titles of these reports are "Military Family Stress," "Counseling the Military Family," "Gender Roles and Coping," "Navy Family Separations and Physician Utilization," "Family Dissolution among Air Force Officers," "Attitudes toward Family Enrichment and Support Programs among Military Families," and "Navy Family Assistance Initiatives." (MN)

ED 199 403 CE 028 140

Cheesebro, Deborah Skinner, Gilbert H. Training Program Development for Criminal Justice Agencies.

Michigan State Univ., East Lansing. School of Criminal Justice.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date—Dec 80

Grant—79-DF-AX-0086

Note—43p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adults, Behavioral Objectives, Budgeting, *Curriculum Development, Educational Objectives, Job Training, Learning Processes, Lesson Plans, Personnel, *Professional Continuing Education, *Professional Training, *Program Development, *Program Implementation, *Training, Training Objectives

Identifiers—*Criminal Justice

This manual is designed to assist in the development of a criminal justice agency training program. The first chapter is a discussion of various learning principles (motivation, practice, reinforcement, and learning transfer) and how they may help the trainer select instructional strategies later in the process. Administration, trainer, and trainee goals and objectives are specified, and suggestions for writing performance objectives are provided in chapter 2. Steps in the design stage of curriculum development (identifying topic areas, sequencing material, selecting instructional techniques, and selecting training aids) are outlined in the third chapter. Chapter 4, which deals with how to write a lesson plan, contains a sample plan and describes such lesson plan components as title, trainee population, time allocation, performance objectives, evaluation measures, classroom requirements, training aids, equipment, and subject matter outlines. A step-by-step approach for costing out a program (with attention to staff, consultant, material, audiovisual aid, facility, travel, subsistence, and advertising costs) is provided in chapter 5. (MN)

ED 199 404

CE 028 141

Spouse, Betsy M.

Participation Motivations of Older Adult Learners.

Pub Date—Mar 81

Note—23p.; Paper presented at the Annual Meeting of the Association for Gerontology in Higher Education (Cincinnati, OH, March 4-7, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Programs, Community Centers, *Community Programs, *Continuing Education, Demography, Educational Attitudes, Individual Characteristics, Learning Motivation, *Older Adults, *Participant Characteristics, Participation, Questionnaires, Social Characteristics, Student Attitudes, *Student Motivation, Surveys

Identifiers—*Age Segregation, Boshiers Education Participation Scale

A study examined older adult participation in continuing education to determine if there are significant differences in the characteristics and participation motivations between older adults who enroll in age-integrated programs and those who participate in age-segregated programs. Questionnaires consisting of a program participant's survey collecting social and demographic information and Boshier's Education Participation Scale (a survey instrument consisting of thirty-five statements of reasons for participation in adult education programs) were completed by 482 older adults enrolled in non-credit classes at one university and three community learning centers. Respondents were divided into four groups, depending on whether they participated in age-segregated or age-integrated programs and on whether they took academic or recreation and hobby courses. Study results indicated that age-segregated, community-based educational programs attract learners with a variety of social and demographic characteristics. Older adult learners attend community classes for reasons of cost and convenience and because of the less formal atmosphere of the classes. Social contact is a prime motivational factor. While age-segregated learners would generally prefer age-integrated programs, they accept age-segregation as the price one has to pay for community-based or targeted programs. (MN)

ED 199 405

CE 028 142

Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).

Adult Education Association of U.S.A., Washington, D.C.; Association for Gerontology in Higher Education, Washington, D.C.; Institute of Lifetime Learning, Washington, D.C.

Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Johnson Foundation, Inc., Racine, Wis.

Pub Date—80

Note—28p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Aging (Individuals), Citizen Participation, Daily Living Skills, *Educational Needs, Employer Attitudes, Employment Opportunities, Financial Needs, *Individual Development, *Lifelong Learning, Middle Aged Adults, *Older Adults, Policy Formation, *Public Policy, Self Actualization, Self Help Programs

This report synthesizes the discussions and the recommendations of a conference on lifelong learning held at Wingspread (Racine, Wisconsin) in November, 1980. Co-sponsored by the National Retired Teachers Association, the American Association of Retired Persons, the Commission on Education for Aging of the Adult Education Association/USA, the Association for Gerontology in Higher Education, and the Population Resource Center, the conference focused on the needs of older adults to continue to learn in order to maintain their self-sufficiency. The report is divided into five sections. Section 1 distinguishes the difference between learning for self-enrichment and learning for self-sufficiency, and explains why the latter is so necessary in our aging society. Sections 2-5 summarize the discussion of the broad issues of learning for economic sufficiency; learning for coping-practical life skills; learning for community contribution; and learning for life-span development (continued

growth). Recommendations of the conference participants are given for each of these topics. A list of participants is appended. (KC)

ED 199 406

CE 028 144

Goetsch, David L.

Vocational Instructor's Survival Guide.

Okaloosa-Walton Junior Coll., Niceville, Fla.

Pub Date—[81]

Note—96p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, Employer Attitudes, Graduate Surveys, Inservice Teacher Education, Instructional Improvement, *Job Placement, Job Satisfaction, *Noninstructional Responsibility, Postsecondary Education, *Student Recruitment, Teacher Education, *Teacher Improvement, Textbooks, *Vocational Education Teachers, *Vocational Followup

Designed for use as a textbook for prospective vocational instructors or a handbook for practicing instructors, this guide provides information on the non-teaching responsibilities of the vocational instructor. Hundreds of hints, suggestions, strategies, techniques, and approaches for improving effectiveness, and numerous illustrations and sample materials have been provided for four broad categories of these responsibilities: recruiting, placement, follow-up, and miscellaneous responsibilities. In the first section users of the book are taught how to insure maximum enrollments in their classes through educational recruiting. Three units deal with establishing recruiting contacts, developing recruiting software, and implementing recruiting activities. The three units of section 2 are designed to help vocational instructors teach their students how to find, get, and keep a job after graduation. Section 3 (2 units) concerns both student follow-up and employer follow-up. The final section (2 units) covers such miscellaneous responsibilities as (1) improving instruction through inservice education, occupational up-dating, and membership in professional organizations and (2) effective use of and working with advisory committees. (YLB)

ED 199 407

CE 028 146

Sturtz, Eric H.

The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education.

Pub Date—Aug 78

Note—49p.; Master's Thesis, Bowling Green State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Choice, *Career Development, *Education Majors, Education Work Relationship, Graduate Students, Higher Education, *Job Satisfaction, *Occupational Aspiration, *Self Concept, Self Concept Measures, Self Esteem

Identifiers—Bowling Green State University OH

A study was conducted to determine if a relationship exists between personal acceptance (positive self-image) and career choice contentment among Bowling Green State University graduate students. Two tests were adapted for use in assessing the variables. A randomly chosen sample of sixty graduate students were met on a one-to-one basis, where each student completed the two tests. The tests were scored in terms of total point accumulation and a product moment correlation was run on the collected data. The correlation coefficient was .49870 and was found to be significant at the .001 level. The results of this study indicate that there is a significant relationship between one's self-concept and the feeling of being well adjusted and contented with his/her career or projected career direction. Based on the results of this study, it was suggested that although self-concept may not receive the attention it deserves in terms of its effect on career contentment, it may indeed be the very root of contentment itself. (Author/KC)

ED 199 408

CE 028 148

Giamundo, Steven

Grading Attendance: Does It Reduce Absenteeism?

State Univ. of New York, Utica.

Spons Agency—New York State Education Dept., Albany, Div. of Pupil Personnel Services.

Pub Date—[81]

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attendance, *Attendance Patterns, Educational Research, *Grading, *High School Students, Influences, *School Policy

A study examined the effect of grading attendance on reducing absenteeism. A five-week block of the 1979-1980 and 1980-1981 attendance records of a group of 242 students in grades 9 through 12 were compared in order to determine the effect of a policy, implemented in the 1980-1981 academic year, of subtracting eight points from student grades for each unexcused absence. The comparison revealed lower rates of perfect attendance and higher rates of absenteeism (.593 higher) for the 1980-1981 school year. Factors which may make these results invalid for interpretation include such variations in the controls as replacement of some of the faculty, the fact that students attending morning sessions for one year attended in the afternoon in the second year and vice-versa, and the maturation threat to validity. The five-week block of study may also have been inadequate. Therefore, a more in-depth study is recommended. (MN)

ED 199 409 CE 028 151
PACE, A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
 Bureau No.—498AH60218
 Pub Date—80
 Grant—G007603930

Note—95p.; For related documents see CE 028 152-169. Parts may not reproduce clearly.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 A-1, \$6.25; Part I of set, RD 194 A1-A3, plus D: \$18.00; Part II of set, RD 194 B1-B7, plus D: \$35.00; Part III, RD 194 C1-C8, plus D: \$40.00; entire set of eighteen documents, \$70.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Business Administration, *Business Administration Education, Competency Based Education, Costs, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), *Standards, Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the three instructional units in Part I is understanding businesses. Unit A focuses on defining small business. It provides information on standards used to identify small businesses, different types of small businesses, and their impact on the economic system. Other topics include scope and trends of small business, start-up costs, future outlook, causes of business success and failure, and tasks of the entrepreneur. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 410 CE 028 152
PACE, A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 Spons Agency—Bureau of Occupational and Adult

Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—89p.; For related documents see CE 028 151-169. Parts may not reproduce clearly.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus OH 43210 (RD 194 A-2, \$5.50. For prices of parts of the set and the entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Business Administration, *Business Administration Education, Career Planning, Competency Based Education, Curriculum Guides, Higher Education, *Individual Characteristics, Instructional Materials, *Job Skills, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), *Success, Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the three instructional units in Part I is understanding businesses. Unit B focuses on individual and motivational makeup of successful entrepreneurs. Intended to help the individual decide realistically if he/she should become an entrepreneur, the unit highlights motives characteristically associated with entrepreneurial behavior and identifies personal qualities/skills/characteristics deemed essential to successful entrepreneurial activity. A discussion of problem solving and decision making is included to aid in planning career goals and developing achievement-oriented goals. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 411 CE 028 153
PACE, A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—84p.; For related documents see CE 028 151-169. Parts may not reproduce clearly.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 A-3, \$5.50. For prices of parts of sets and entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Business Administration, *Business Administration Education, Competency Based Education, Curriculum Guides, *Failure, *Guidelines, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), *Success, Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the three instructional units in Part I is understanding business. Unit C focuses on business failure and success. It

examines such topics as distinguishing the successful entrepreneur from the unsuccessful, guidelines to promote success, preparation of a potential entrepreneur, main causes for business failure and success, and the importance of preparation by the entrepreneur. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 412 CE 028 154
PACE, A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—57p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 B-1, \$3.80. For prices of parts of set and entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Business Administration, *Business Administration Education, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, *Planning, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit A focuses on developing a business plan. It includes information about (1) the planning function, (2) what business plans include, (3) why a business plan should be developed, and (4) how a business plan can be used. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography is appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 413 CE 028 155
PACE, A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—60p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 B-2, \$3.80. For prices of parts of set and entire set see CE 028

151).
 Pub Type—Guides - Classroom - Learner (051) —
 Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Business Administration, *Business Administration Education, Competency Based Education, Curriculum Guides, Geographic Location, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), *Site Analysis, Site Development, *Site Selection, Units of Study
 Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is on establishing a business. Unit B focuses on choosing a business location. It acquaints the student with some factors that should be considered when selecting the business site. Some topics include buying an existing business and site selection for various types of businesses. Activities are designed to provide first-hand experience in looking for, finding, and selecting a business site. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 414 CE 028 156
PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
 Bureau No.—498AH60218
 Pub Date—80
 Grant—G007603930
 Note—75p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 B-3, \$5.10. For prices for parts of set and the entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) —
 Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Business Administration, *Business Administration Education, Competency Based Education, *Contracts, Curriculum Guides, Higher Education, Instructional Materials, *Insurance, Learning Activities, *Legal Responsibility, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), Units of Study
 Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit C focuses on legal issues that affect the small business owner. It presents the basic concepts and vocabulary that should be understood for successful small business operation. Among the topics covered are contracts and agreements, including sales contracts, leases, and mortgages. The unit also discusses business insurance coverage and liabilities. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the be-

ginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 415 CE 028 157
PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
 Bureau No.—498AH60218
 Pub Date—80

Grant—G007603930
 Note—124p.; For related documents see CE 028 151-69. Parts may not reproduce clearly.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 B-4, \$7.75. For prices of parts of the set and the entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) —
 Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Business Administration, *Business Administration Education, Certification, Competency Based Education, Curriculum Guides, Federal Legislation, *Federal Regulation, Higher Education, Instructional Materials, *Laws, Learning Activities, Local Legislation, Postsecondary Education, Pretests Posttests, Public Agencies, Self Evaluation (Individuals), State Legislation, *Taxes, Units of Study
 Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit D focuses on business regulations at the local, state, and federal levels affecting the operation of small businesses. It covers basic vocabulary and concepts concerning government rules and regulations and discusses government agencies, legislation, licensing regulations, and tax laws. The "Annotated List of Rules and Regulations" at the end of the unit provides an overview of and reference for government regulations. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 416 CE 028 158
PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
 Bureau No.—498AH60218
 Pub Date—80

Grant—G007603930
 Note—98p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 B-5, \$6.25. For prices of parts of set and entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) —
 Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Business, *Business Administration, *Business Administration Education, Competency Based Education, Criteria, Curriculum Guides, Decision Making, Higher Education, Instructional Materials, Learning Activities, *Organization, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), Units of Study
 Identifiers—*Entrepreneurs, *Ownership, Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit E focuses on the three major types of business ownership: sole proprietorship, partnership, and corporation. Information on franchising and cooperatives is also included. Topics include basic steps in establishing each form: choosing the right form of ownership or organization; characteristics, advantages, and disadvantages of each form of organization; and different types of operations in relation to the types of ownership. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 417 CE 028 159
PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
 Bureau No.—498AH60218
 Pub Date—80

Grant—G007603930
 Note—129p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 B-6, \$7.75. For prices of parts of set and entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) —
 Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Business Administration, *Business Administration Education, Competency Based Education, *Costs, Curriculum Guides, *Financial Support, Higher Education, Instructional Materials, Learning Activities, *Money Management, Postsecondary Education, Pretests Posttests, Records (Forms), Reports, Self Evaluation (Individuals), Units of Study

Identifiers—*Entrepreneurs, *Small Businesses
 This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing a business. Unit F focuses on financing the business. It introduces some basic financial concepts and statements and provides help in locating and distributing one's financial resources. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 418 **CE 028 160**

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance, Research and Development Series No. 194 B-7.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—87p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 B-7, \$5.50. For prices of parts of set and entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Business Administration, *Business Administration Education, Competency Based Education, Curriculum Guides, Females, Higher Education, Instructional Materials, Learning Activities, Minority Groups, Needs Assessment, Postsecondary Education, Pretests Posttests, Public Agencies, *Publications, *Resources, Self Evaluation (Individuals), *Services, Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the seven instructional units in Part II is establishing business. Unit G focuses on obtaining managerial assistance. It discusses various resources available, shows how to assess assistance needs, and provides guidelines for selecting resources. Agencies, services, and publications useful to the small business owner are listed. Attention is given to women, minority groups, and others for whom special resources are available. Resources gained through purchase of a franchise or membership in an affiliation are discussed. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 419 **CE 028 161**

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business, Research and Development Series No. 194 C-1.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—89p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 C-1, \$5.50. For prices of parts of set and entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Characteristics, *Administrator Role, Adult Education, Behavioral Objectives, *Business Administration, *Business Administration Education, Competency Based Education, Curriculum Guides, *Decision Making, Higher Education, Instructional Materials, Learning Activities, Personnel Management, *Planning, Postsecondary Education, Pretests

Posttests, Self Evaluation (Individuals), Supervision, Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit A focuses on the management process. It details various management functions, such as planning work, organizing people and resources for work, actuating work, and controlling and evaluating work. Examples illustrate ways in which the quality of work management can "make or break" a small business. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography is appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 420 **CE 028 162**

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management, Research and Development Series No. 194 C-2.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—100p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 C-2, \$6.25. For prices of parts of set and the entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Business Administration, *Business Administration Education, Competency Based Education, Costs, Curriculum Guides, Financial Policy, Higher Education, Instructional Materials, Learning Activities, *Money Management, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit B focuses on good financial management techniques. It is designed to provide first-hand information in implementing basic financial management principles and strategies. Topics include financial statements, analyzing these statements, determining break-even points, and computing various operating ratios. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 421 **CE 028 163**

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records, Research and Development Series No. 194 C-3.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—93p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 C-3, \$5.50. For prices for parts of the set and the entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, *Business Administration, *Business Administration Education, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, *Money Management, Postsecondary Education, Pretests Posttests, *Recordkeeping, *Records (Forms), Self Evaluation (Individuals), Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit C focuses on record keeping. It introduces some of the most commonly used and most effective business record keeping forms available to small businesses. Topics include "how-to" techniques to make record keeping more understandable and workable; keeping business checkbooks, journals, ledgers, daily cash, and sales summaries, and other financial statements; and payroll, inventory, and production records. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 422 **CE 028 164**

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management, Research and Development Series No. 194 C-4.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—141p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 C-4, \$8.25. For prices of parts of the set and the entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Advertising, Behavioral Objectives, Business Administration, *Business Administration Education, Competency Based Education, Credit (Finance), Curriculum Guides, Decision Making, Higher Education, Instructional Materials, Learning Activities, *Marketing, *Merchandising, Postsecondary Education, Pretests Posttests, *Purchasing, Self Evaluation (Individuals), Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit D focuses on market management. It provides information on typical marketing problems of the small manufacturing business, service firm, wholesaling enterprise, and retailing business and offers suggestions for making the right marketing decisions. The marketing functions included are market research, product planning, pricing, selling on credit, purchasing, stockkeeping and inventory control, channels of distribution, and advertising and sales promotion. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 423 CE 028 165

PACE, A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—97p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1660 Kenny Rd., Columbus, OH 43210 (RD 194 C-5, \$6.25. For prices of parts of the set and the entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Business Administration, *Business Administration Education, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Learning Activities, Postsecondary Education, Pretests Posttests, *Retailing, *Salesmanship, Self Evaluation (Individuals), Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit E focuses on personal (face-to-face) selling. It describes how to find, understand, and work with customers for one's product or service. The characteristics of good salespeople and the steps of the sales process are also discussed. The self-tests and activities are intended to help improve one's personal selling technique and the effectiveness of salespeople for the business. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 424

PACE, A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—71p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1660 Kenny Rd., Columbus, OH 43210 (RD 194 C-6, \$5.10. For prices of parts of set and entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Business Administration, *Business Administration Education, Competency Based Education, Curriculum Guides, *Employer Employee Relationship, *Employment Practices, Higher Education, Instructional Materials, Learning Activities, *Personnel Management, Personnel Policy, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), Unions, Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit F focuses on proper management of human resources. It provides information on putting together a program that will fulfill a company's needs. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 425

PACE, A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—59p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1660 Kenny Rd., Columbus, OH 43210 (RD 194 C-7, \$3.80. For prices of parts of set and entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, Adult Education, Advertising, Behavioral Objectives, Business Administration, *Business Administration Education, *Business Responsibility, *Community Relations, Competency Based Education, Curriculum Guides, Higher Education, Instructional Materials, Interaction, Learning Activities, Participation, Postsecondary Education, Pretests Posttests, *Public Relations, Self Evaluation (Individuals), Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups of vocational

teacher education. The emphasis of the eight instructional units in Part III is operating a business. Unit G focuses on community relations. It discusses ways in which an entrepreneur can help his/her business to interact successfully with its community. Among the specific topics addressed are the entrepreneur's (1) participation in community organizations, (2) advertising and public releases, and (3) development of a community relations plan. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 426

PACE, A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—68p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1660 Kenny Rd., Columbus, OH 43210 (RD 194 C-8, \$3.80. For prices of parts of set and entire set see CE 028 151).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Alarm Systems, Behavioral Objectives, Business, Business Administration, *Business Administration Education, Competency Based Education, *Crime, Curriculum Guides, Higher Education, Instructional Materials, *Insurance, Learning Activities, Postsecondary Education, Pretests Posttests, Self Evaluation (Individuals), Units of Study

Identifiers—*Entrepreneurs, *Small Businesses

This three-part curriculum for entrepreneurship education is primarily for postsecondary level, including four-year colleges and adult education, but it can be adapted for special groups or vocational teacher education. The emphasis of the eight instructional units in part III is operating a business. Unit H focuses on business protection. It discusses the most common types of business crime. Among the topics addressed are shoplifting, stock shortages, embezzlement, and burglary. The various types of business protection, ranging from alarms to insurance, are explained. Material is organized into three levels of learning which progress from simple to complex concepts: Exposure, Exploration, and Preparation/Adaptation. Each level contains preassessment; teaching/learning objectives; substantive information (questions in margins guide the students' reading); activities, including a postassessment; and a self-evaluation. Definitions of important terms are found at the beginning of the unit; a bibliography and listing of sources for further information are appended. The four-page instructor's guide contains the teaching/learning objectives, teaching/learning delivery suggestions, and pre/postassessment suggested responses. (YLB)

ED 199 427

PACE, A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—498AH60218

Pub Date—80

Grant—G007603930

Note—49p.; For related documents see CE 028 151-169.

Available from—National Center Publications, The

National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 194 D, \$3.80. For prices of parts of set and entire set see CE 028 151).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Business Administration, *Business Administration Education, Glossaries, Higher Education, *Information Sources, Postsecondary Education, *Publications, *Resource Materials, Resources, Scholarly Journals

Identifiers—*Entrepreneurs, *Small Businesses

This Program for Acquiring Competence in Entrepreneurship (PACE) resource guide contains an "Annotated Glossary of Business Terms" and listings of sources of information. The glossary includes approximately 100 terms, of which the instructor should have a working knowledge. It may also be used as a handout for students. Sources of information are grouped under these four headings: United States (U.S.) Government Publications, Business and Professional Periodicals, National Trade Associations, and Small Business Administration Publications. U.S. Government Publications and Small Business Administration Publications list specific titles as well as prices and availability. (Small Businesses Administration office addresses are provided in a final section, where they are listed alphabetically by state.) The listing of business and professional journals cites titles of general business magazines, trade papers, and professional journals that have articles on entrepreneurship and consumer credit. In the section on national trade associations are contained addresses of associations from which information on membership and availability of publications on activities may be obtained. (YLB)

ED 199 428

CE 028 170

Ashley, William L. And Others

Adaptation to Work: An Exploration of Processes and Outcomes.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Bureau No.—712552

Pub Date—80

Contract—NIE-G-80-0115

Note—101p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavior Development, *Behavior Patterns, Employee Attitudes, *Entry Workers, High School Graduates, Interaction, Interpersonal Relationship, Job Performance, Job Satisfaction, *Job Training, Power Structure, Success, *Vocational Adjustment, Vocational Education, *Work Attitudes, *Work Environment, Young Adults

A study of adaptation to work as both a process and an outcome was conducted. The study was conducted by personal interview that probed adaptation with respect to work's organizational, performance, interpersonal, responsibility, and affective aspects; and by questionnaire using the same aspects. The population studied consisted of persons without a college degree, aged seventeen to thirty, and recently employed at a new job. About one-third were at their first full time job, and two-thirds had received vocational training. Data were analyzed by both descriptive and rigorous methods. The results of the study suggest that, for those who adapt successfully, a hierarchy or sequence of adjustments may be involved which may be explained in terms of the five aspects of work selected as the basis of analysis. The worker initially concentrates on job performance skills, then begins to adapt to co-workers, adapts to the organization, and creates interpersonal relationships with peers. The study's findings point to the importance of employers defining their expectations of new employees with respect to their performance, role in the organization, sources of information, and relations to supervision; the findings also point to the importance of preparing students to have realistic expectations of the workplace. Recommendations include replication of the study using validated adaptation measurement instruments and subjects more representative of the general population. (KC)

ED 199 429

CE 028 172

Selz, Nina

The Teaching of Employability Skills: Who's Responsible?

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Bureau No.—712552

Pub Date—80

Contract—NIE-G-80-0115

Note—35p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Ladders, Competence, Educational Attitudes, *Education Work Relationship, Employer Attitudes, *Employment Potential, *Family Role, High School Seniors, *Job Performance, Job Search Methods, *Job Skills, National Surveys, Public Opinion, *School Role, Secondary School Teachers, Student Attitudes, Teacher Attitudes, Work Attitudes, Work Environment

A study was conducted to assess competencies for employability—preparing for, getting, keeping, and advancing in a job; where, in the public's opinion, such competencies should be taught; and where they are actually learned. National surveys of samples of the general adult public, public school teachers, high school seniors, and employers were conducted. Competencies dealing with traditional job values and expectations were perceived by the four response groups as being predominantly the responsibility of the home. Competencies relating to job advancement and promotion were perceived to be primarily the responsibility of the work place. The teaching of active worker behaviors concerning taking charge of oneself and getting ahead were assigned to the work place and the school, and the teaching of job search skills was seen as chiefly the responsibility of the school. Important findings suggest that the teaching of employability skills is perceived by the public, and by groups with vested interests in employability, as a shared responsibility of the schools, the home, and the work place. Also, where employability skills should be taught is not necessarily where they are actually learned. For the most part, they are learned on the job. (Author/KC)

ED 199 430

CE 028 173

Miguel, Richard J.

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Dec 77

Contract—NE-C-00-3-0078

Note—56p.

Available from—National Center Publications. The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$3.80).

Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Career Change, Competence, Employer Attitudes, *Employment Programs, Futures (of Society), *Job Skills, *Job Training, Self Evaluation (Individuals), *Skill Development, *Transfer of Training, Vocational Education

Occupational transferability is an aspect of human performance that enables individuals to move successfully from one occupation to another. Insights about occupational transferability were gained from site visits to programs currently operating in fourteen organizations in business, industry, and education. These programs were selected because of their focus on job skills and their recognition of the need for preparation for career change. Five types of skill development for occupational transferability were noted: namely, task performance skills common to occupations; skills for applying broadly usable knowledge; personal and interpersonal effectiveness skills; self-analysis skills; and career-management and productivity skills. Examples from the programs show how these skills are being developed. From this study, several tentative concepts have formed that may enhance our understanding of the competencies required to perform a variety of tasks in various occupational roles. Ten recommendations for future research and development to suggest

possible directions for meeting needs in existing practice are given. (KC)

ED 199 431

CE 028 174

McKinney, Floyd L., Ed. Harvey, Beth, Ed.

Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 78

Contract—400-77-0700

Note—65p.

Available from—National Center Publications. The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$4.50).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Definitions, Educational Legislation, Educational Needs, *Education Work Relationship, *Evaluation Methods, Futures (of Society), Government Role, Job Performance, Job Satisfaction, *Outcomes of Education, Program Effectiveness, Secondary Education, Students, Values, *Values Clarification, *Vocational Education Identifiers—Vocational Education Amendments 1976

The valid interpretation of information related to the outcomes of vocational education is a persistent and profound problem of the profession. Some of the reasons for this problem are difficulties of communication, problems of definition, problems of collecting and interpreting data, and lack of documentation. The primary problem appears to be lack of commonly accepted definitions of "vocational student," "relatedness" of training to employment, "job performance," and "job satisfaction." To address these concerns, a National Conference on Outcome Measures for Vocational Education was held in August 1978. The four major papers presented at this conference are contained in this document. In the first paper, Mary Bach Kievit explains the values of the various groups directly concerned with vocational education, analyzes the impact that these values have on the perspective through which members of each group view vocational education, and ascertains the implications for choosing and interpreting outcome measures in vocational education. Then John Jennings describes the context in which the new evaluation requirements for vocational education came about in the Vocational Education Amendments of 1976, and the nature of those requirements. In the third paper, Donald W. Drewes examines the effects of standardized outcome measures through federal, state, and local levels. Finally, Grant Venn suggests that traditional success criteria in both work preparation and in general education are not relevant to the future. Somehow, the two must be put together and changed if vocational education is to meet the needs of both learner and society. (KC)

ED 199 432

CE 028 175

Leviton, Sar A.

The Unemployment Numbers Is the Message. Occasional Paper No. 38.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Dec 77

Note—17p. Paper presented at the National Center for Research in Vocational Education Staff Development Seminar (Columbus, OH, 1977).

Available from—National Center Publications. The National Center for Research in Vocational Education, 1960 Kenny Rd., Columbus, OH 43210 (\$1.90).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Employment Patterns, *Employment Statistics, Labor Force Nonparticipants, Labor Market, Student Employment, *Unemployment, *Validity, Youth Employment Identifiers—*National Commission Employment Unemployment Stats. United States

United States economic courses of action—and inaction—are increasingly being based on the employment and unemployment figures put out monthly by the Bureau of Labor Statistics (BLS). Yet, the basic statistical concepts that are still used

were fashioned during the Great Depression and do not take into account the very different conditions we have today. The BLS divides people into one of three groups: unemployed workers, unemployed persons, or "not in the labor force." These labor force definitions have lost a good part of their significance because of dramatic changes of social mores, such as the two-income family and income transfer payments (e.g., Social Security). On the other hand, many people are working full time, year-round, and are still living in poverty. Different types of measurement are needed in order to reflect the real problems that exist in this society. One way to do this is to add another dimension to the three that have been measured: the number of persons who are unable to attain an adequate standard of living through work. Another problem is whether to count students who want part-time work as unemployed. Because of these problems, Congress has created a National Commission on Employment and Unemployment Statistics to examine the procedures, concepts, and methodology involved in measuring labor market activities, and their adequacy for policy determination. The Commission needs input from those concerned with employment and unemployment (such as vocational educators) to determine a better way of reporting these statistics. (KC)

ED 199 433 CE 028 177

Wielor, Geri Elisabeth And Others

Working on Working. Innovators of Vocational Programs for Handicapped High School Students.

Office of Radio and TV for Learning, Boston, Mass. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 79

Note—90p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (SN 24, \$5.50).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, Annotated Bibliographies, *Career Development, Career Guidance, Demonstration Programs, *Disabilities, Educational Innovation, *High Schools, Mainstreaming, *Models, Needs Assessment, Program Descriptions, *Program Development, Program Implementation, School Role, Student Needs, Teacher Attitudes, *Vocational Education Identifiers—Career Training Center CA, NASA Equal Opportunity Program TX, Palm Beach County Schools FL, Project SERVE MN, Related Vocational Instruction Program GA, Support Services

Designed to provide teachers and administrators with suggestions for innovative approaches to providing vocational education to handicapped high school students, this report contains first person descriptions of six model programs in vocational education. In chapter 1 four administrators and instructors comment on their Related Vocational Instruction Program, operating in Georgia. The Special Education/Rehabilitation/Vocational Education (SERVE) Program in White Bear Lake, Minnesota, is similarly described in chapter 2. Chapter 3 contains feedback by administrators and teaching staff connected with the Support Services Program at the Career Education Center in Denver, Colorado. The Palm Beach County Schools, Florida, vocational programs for students with special needs are described in chapter 4. Chapter 5 contains administrator and instructor comments on the Career Training Center in the Keen High School District in Bakersfield, California, and Chapter 6 concerns the Equal Opportunity Program of NASA at the Lyndon B. Johnson Space Center in Houston, Texas. Topics covered in individual commentaries include program goals, program design, suggestions for program implementation, the differences and similarities between handicapped and nonhandicapped students, teacher attitudes toward the students and programs, the role of special education, and suggestions for staff development. (MN)

ED 199 434

White, Ned

Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students.

Office of Radio and TV for Learning, Boston, Mass. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 80

Note—32p.; An accompanying film is available for rental or purchase. See last page of document for ordering address.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (SN 25, \$2.35).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Annotated Bibliographies, Change Strategies, *Disabilities, *Educational Innovation, Financial Support, Fund Raising, Job Placement, *Mainstreaming, Models, Money Management, *Postsecondary Education, Program Design, *Program Development, Program Implementation, Student Attitudes, Teacher Attitudes, Two Year Colleges, *Vocational Education

This collection of comments consists of four chapters of informal remarks by trustees, educators, and students from various types and sizes of institutions with innovative mainstreaming programs for handicapped students in postsecondary vocational education programs. Chapter 1 contains comments by nine individuals (students and administrators) on starting four college, community college, and junior college mainstreaming programs. These comments range from individual first impressions to general statements on the needs of the handicapped. Chapter 2 includes the thoughts of nineteen individuals who are connected with six postsecondary mainstreaming programs on program design. Seven individuals associated with three different programs describe job counseling and placement services provided by their respective programs in chapter 3. Eight individuals share their thoughts on effectively implementing mainstreaming programs despite limited funds. A brief annotated bibliography follows. (MN)

ED 199 435

Mertens, Donna M. And Others

The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498NH90003

Pub Date—May 80

Contract—OEC-300-78-0032

Note—254p.

Available from—Publications Office-Box F, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (RD 202, \$13.00).

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, Citizenship, Comparative Analysis, Educational Attainment, *Educational Benefits, *Educational Research, Employee Attitudes, Employer Attitudes, Employment, Job Skills, Occupational Aspiration, *Outcomes of Education, Participant Characteristics, *Participant Satisfaction, Participation, Postsecondary Education, Research Projects, Research Reports, *School Role, Secondary Education, Self Concept, Skill Development, Surveys, Synthesis, Values, *Vocational Education, Work Attitudes

A total of 232 studies on the effects of participation in vocational education that were reported from 1968 through 1979 were analyzed. The studies were classified into more rigorous, less rigorous, and national studies, and were summarized within these groups. Studies of secondary and postsecondary programs were reviewed separately. Focus on the analysis was on determining if there were consistent findings with regard to seventeen selected employment, educational and training, and ancillary effects variables. These variables were employment/unemployment, occupation related to training, earnings, employee satisfaction, employer satisfaction, atti-

CE 028 178

tudes toward work, work habits, basic skill attainment, academic abilities, attendance and dropout, occupational skill attainment, continuing education, satisfaction with training, aspirations, attitudes and values, feelings of success, and citizenship. No difference in unemployment rates was found for vocational and nonvocational high school graduates. Postsecondary graduates generally had lower unemployment rates. Mixed results were reported for earnings, basic skill attainment, and academic abilities. Vocational students were satisfied with their training and reported feeling good about themselves. Fewer vocational graduates continued their education beyond the secondary level. Insufficient data were available concerning occupational skill attainment and dropout rates. (MN)

ED 199 436

Noble, Elizabeth

Path Analysis of Variables Associated with CETA Training Program.

Pub Date—Apr 81

Note—51p.; Figures will not reproduce well due to small, thin print. Paper presented at the American Educational Research Association Annual Meeting (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Blacks, *Education Work Relationship, Employment Opportunities, Employment Patterns, Employment Problems, *Employment Programs, *Federal Programs, Females, Geographic Location, Job Skills, *Job Training, Labor Market, *Outcomes of Education, Path Analysis, *Program Effectiveness, Relevance (Education), Success, Underemployment, Unemployment, Vocational Education

Identifiers—Comprehensive Employment and Training Act, Kansas (Kansas City)

This study compares the effects of human capital variables (education, training, etc.) and labor market variables (location, transportation, industry type) in influencing the employment success among a selected group of Comprehensive Employment and Training Act (CETA) trainees. Employment success was defined by initial wage rates of employment and six-month wage rates of the selected population (135 black women in a Kansas City, Kansas, CETA program). The study used a path model to identify and analyze the relationship of human capital and labor market variables to employment. The results of the study suggest that education has little influence on employment access or employment success. The significant inference is that education acts as a screening device to qualify persons for both training and employment. Education in the form of specific training for employment has little or no influence on providing persons access to the employment field for which such training was designed. Additional research is suggested in this area of education to employment relationships in order to produce relevant answers to social goals. (Author/KC)

ED 199 437

Tesolowski, Dennis G. Wichowski, Chester P.

Florida Public Occupational Education Admission Standards and Practices Study.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee; Florida State Dept. of Education, Tallahassee; Florida State Dept. of Labor and Employment Security, Tallahassee.

Pub Date—Apr 81

Note—31p.; Paper presented at the American Educational Research Association Annual Meeting (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *Admission (School), *Admission Criteria, *Affirmative Action, Analysis of Variance, Community Colleges, Competitive Selection, Educational Opportunities, Employment Programs, *Equal Education, Federal Programs, Justice, Nondiscriminatory Education, Open Enrollment, Postsecondary Education, Selective Admission, Sex Fairness, Technical Education, Two Year Colleges, *Vocational Education

Identifiers—Florida

A two-phase study was conducted in order (1) to develop a profile of admission standards and practices which were being used by forty public occupational education programs in Florida; and (2) to

enhance the state-of-the-art encompassing admission procedures by identifying the degree of equity associated with 19 admission standards as perceived by 173 randomly selected persons who had a relationship with occupational education or advocacy groups. The research design incorporated analysis of variance (ANOVA) on repeated measures and a rank ordering procedure to determine if there was a difference in the degree of equity associated with the 19 items and to ascertain which admission practices were the most and least equitable. A one-way multivariate analysis of variance (MANOVA) procedure was applied to compare groups' degree of equity ratings. Results in phase 1 of the study identified eleven admission standards or practices which were being used to admit students to public occupational education programs. Phase 2 of the investigation identified four admission practices which were consistently rated as having the greatest degree of equity and four with the least degree of equity. Recommendations were made that would assure that admission procedures would be in accordance with U.S. Office of Civil Rights Final Guidelines. (KC)

ED 199 438 CE 028 193

Morton, Margaret Champagney, Henry
Mainstreaming in Business Education. Monograph
135.

South-Western Publishing Co., Cincinnati, Ohio.

Pub Date—Mar 81

Note—75p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Business Education, *Disabilities, Diseases, Educational History, *Federal Legislation, Futures (of Society), Hearing Impairments, High Schools, *High School Students, Individualized Education Programs, Learning Disabilities, *Mainstreaming, Mental Retardation, Mild Disabilities, *Office Occupations Education, Physical Disabilities, Teacher Education, *Teaching Methods, Visual Impairments

Identifiers—Education for All Handicapped Children Act

This monograph, intended to aid business education teachers, examines various aspects of the legislation concerning the education of handicapped students, and presents methods of teaching handicapped students in regular business education classrooms. The book contains six chapters, a bibliography, and appendices. Chapters 1-2 summarize the history and philosophical foundations of educating the handicapped in regular classrooms, along with current concerns and issues. Topics covered include Public Law 94-142: Individualized Educational Programs (IEPs); Public Law 94-482 and Public Law 93-112, which pertain to vocational training and non-discrimination in programs that receive federal funds; social and staffing issues; and awareness of materials and methods. Chapter three describes various handicapping conditions—learning disabilities, behavioral disabilities, hearing impairment, visual impairment, orthopedic handicaps, and illness—and suggests strategies for teaching business subjects to these students. In chapter four, adaptations in the business education curriculum for handicapped students are discussed, including adaptations that can be made in secretarial/word processing programs, stenographic/secretarial programs, typing instruction, and special curriculum or skill adaptations for hearing impaired, blind, and mild mentally handicapped students. Chapter five points out the changes that need to be made in teacher education in order to prepare business teachers to deal with handicapped students; and chapter six suggests challenges of this decade, including the career opportunities that may open up for handicapped students. Appendices contain a list of special teaching materials on mainstreaming, source materials for teaching blind and handicapped students, a competency profile for vocational teachers instructing sensory and physically impaired students, and a sample IEP. (KC)

ED 199 439 CE 028 194

Hotchkiss, H. Lawrence And Others

Career Planning Support System. A Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Grant—OB-NIE-G-78-0211

Note—11p.; For related documents see ED 143 866-877 and CE 027 688.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Covariance, *Career Development, Career Education, *Career Planning, Evaluation Methods, High Schools, *Instructional Materials, Needs, *Program Development, *Program Effectiveness, Program Evaluation

Identifiers—*Career Planning Support System

An assessment study was conducted to test the effectiveness of the Career Planning Support System (CPSS) materials that were developed to provide systematic program planning for high school career development programs. In 1978-79, eighteen high schools in seven states were evaluated using a pretest-posttest, experimental-control group design. Both experimental and control schools were monitored by telephone calls and site visits in addition to pre- and posttests. A group of experts in fields related to career development and practice completed 21-page rating instruments for each participating high school. A score describing each school on each variable was calculated by forming the average over the three or four raters who rated each school. Data were analyzed using analysis of covariance (ANCOVA). Results showed positive growth of career development activities in the experimental schools as opposed to the controls. It was concluded that the gains were of sufficient magnitude to be nontrivial, and that CPSS addresses an important educational need. (Note: the evaluation focused on the process of career development planning and activities, not on effects on students.) (KC)

ED 199 440 CE 028 199

Pazour, Cassie And Others

Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.

Pennsylvania Commission for Women, Harrisburg. Pub Date—81

Note—16p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Employment Programs, *Federal Aid, *Females, Financial Support, *Grantsmanship, Job Training, Program Descriptions, *Program Development, Program Guides, Program Proposals, Programs, *Proposal Writing, Resources, Underemployment, Unemployment

Identifiers—*Comprehensive Employment and Training Act, Pennsylvania

This manual is intended to introduce Prime Sponsors, Private Industry Councils, and community-based organizations to the resources available through the Comprehensive Employment and Training Act (CETA) program to aid unemployed and underemployed women. Its major information components include the following: (1) a brief description of CETA and how it works; (2) a description of several successful programs operating in Pennsylvania; (3) a list of the steps necessary to develop a program for CETA funding; and (4) a list of resources for detailed "how to" information to guide program developers in preparing a program and proposal. In general, the guide outlines the major steps in developing a CETA program for women, tells whom to see and write to for information, and what is needed to start a program. (KC)

ED 199 441 CE 028 200

Dawis, Rene V. Lofquist, Lloyd H.

Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—35p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$2.80).

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Education Work Relationship, *Employee Attitudes, *Job Satisfaction, Literature Reviews, *Outcomes of Education, Research, *Vocational Adjustment, *Vocational Education, *Work Attitudes, Work Environment

Identifiers—*Theory of Work Adjustment

This paper reviews literature on job satisfaction and work adjustment and relates it to ways in which vocational education can contribute to worker satisfaction. The first section considers studies of job satisfaction from the beginning of the twentieth century and shows how the various approaches are not conflicting but contribute different and often complementary dimensions for understanding the nature and sources of job satisfaction. Measures of job satisfaction are also mentioned, and conclusions regarding job satisfaction research are drawn from the literature. The second section focuses on Lofquist and Dawis's Theory of Work Adjustment (work is the interaction between an individual and a work environment in which each has requirements of the other). In section 3 this theory is applied to vocational education programs and policies. A number of questions which should be addressed if job satisfaction is to be included as a desired outcome of vocational education are approached as they would be treated according to the Theory of Work Adjustment. The ways in which the theory could be put into effect in vocational education are detailed. (YLB)

ED 199 442 CE 028 201

Shimberg, Benjamin

Licensure: What Vocational Educators Should Know. Information Series No. 219.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—46p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$3.25).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Certification, Competence, Continuing Education, Cost Effectiveness, Costs, Definitions, Eligibility, Employment Opportunities, Equal Opportunities (Jobs), Federal Programs, Females, Job Skills, Minority Groups, *Policy, Program Design, *Program Effectiveness, *Program Improvement, Racial Discrimination, Sex Discrimination, *Standards, *Vocational Education

Identifiers—*Licensing Programs

This paper provides an overview of the occupational regulation system, particularly licensure, in order that vocational educators may provide input into the regulatory process and adequate information to students. The purpose and background of the licensure regulation process are traced. The function and workings of licensing boards are discussed. Licensing regulations that directly affect vocational education programs (those that pertain to education and training, experience, and examinations) are described. Licensing requirements that are unrelated to skill development and evaluation (residency, good moral character, and citizenship) are also covered. Mandatory continuing education, reexamination, and peer review are examined as strategies to ensure continuing competence of licensees. Several of the broader ramifications of licensure, including increased costs, restricted entry to jobs and training, limited scopes of practice, limited interstate mobility, and diminished opportunities for minorities and women, are discussed. Ten policy considerations and recommendations are included. An appendix lists various national governmental and non-governmental agencies supplying information about licensing and certification and state occupational and professional licensing agencies. (MN)

ED 199 443 CE 028 202

Ertel, Kenneth

Energy: Factors Influencing Vocational Education Policy. Information Series No. 220.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—45p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$3.25).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Definitions, Educational Legislation, *Educational Needs, Educational Planning, Educational Policy, *Energy, *Federal Legislation, Federal Programs, Financial Support, Futures (of Society), Labor Market, Policy, *Policy Formation, Postsecondary Education, *Program Development, Secondary Education

Identifiers—National Energy Plan

A paper analyzed the opportunities for developing a vocational energy education program under existing legislation, summarized the present status of energy-related vocational education, and addressed major issues that need resolution before energy-related vocational education can be expanded. There is a particular lack of sufficient funding for current secondary level programs and little funding for developing new programs. While extensive curriculum and instructional materials development is taking place, this development is inadequately supported, duplicative, undocumented, and not shared within the field. Lack of clear distinction between vocational energy education and general education about energy is another problem impeding policy formation. Definition of vocational energy education will become feasible when the existing legal and institutional sanctions for vocational energy education (such as the National Energy Plan) and supportive education, the future energy supply, and short- and long-term job market analyses are related to current policies, legislation, and practices and to predicted educational needs. Research in all these areas and greater program dissemination efforts are needed. (Appendix contains lists of vocational energy education sources, brief descriptions of vocational energy education and federal legislation, an analysis of future energy sources, and a historical perspective on definitions of vocational education.) (MN)

ED 199 444 CE 028 203

Elison, Carol

Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—26p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$2.35).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Guidance, Community Colleges, Counselor Role, Early Experience, Equal Education, Equal Opportunities (Jobs), *Females, Instructional Materials, Job Skills, *Job Training, Needs, *Participant Characteristics, Postsecondary Education, Research Needs, Secondary Education, *Sex Fairness, Two Year Colleges, Vocational Education, *Womens Education

Identifiers—*Entrepreneurship, *Self Employment, Small Business Administration

This paper outlines the characteristics and needs of the small business owner and discusses recent developments in entrepreneurship education. Special mention is made of two programs funded by the Small Business Administration to support development of programs to train men and women in entrepreneurial skills. Although most programs do not focus specifically on the training needs of women, the Office of Women in Business of the Small Business

Administration works actively to assist women entrepreneurs. Some private sector training programs are also designed especially for women entrepreneurs. The study further raises equity issues in discussing the relationship between vocational guidance and entrepreneurship training. Although some work has been done to determine the characteristics of the "entrepreneurial personality," researchers must investigate further the characteristics and special needs of women in small business. Research must verify those traits which predispose the woman entrepreneur to succeed. In addition, educational materials and vocational testing practices should be reexamined in light of equity concerns. Finally, more exemplary programs for the woman small business owner must be developed and field tested. The federal government should extend efforts to include women in the contract procurement process and to ensure that the special needs of women entrepreneurs are met. (KC)

ED 199 445 CE 028 204

Paulsen, Russell

Short Term Skill Training, Alternative Approaches. Information Series No. 222.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—28p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$2.35).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Vocational Education, Curriculum Design, Curriculum Problems, *Education Work Relationship, Employment Programs, Federal Programs, Financial Support, *Job Training, Postsecondary Education, *School Business Relationship, *Skill Development, Vocational Education, *Vocational Schools

Identifiers—Comprehensive Employment and Training Act, *Short Term Training, Trade Adjustment Assistance Program

Short term skill training programs are those programs, usually one year or less, designed to train, retrain, or upgrade the skills of workers. Such programs provide an opportunity for postsecondary vocational institutions to respond to the human resource needs of their communities. A number of important policy issues are involved in the provision of short term training by postsecondary vocational institutions. These programs almost dictate the need for flexibility in course offerings and curriculum design. Mechanisms for acquiring funding, ensuring quality control, maintaining accreditation, and awarding earned credit are all affected by the development and implementation of short term skill training programs. In addition, federal initiatives, such as the Comprehensive Employment and Training Act (CETA) and the Trade Adjustment Assistance (TRA) program may require a different approach and involve a different clientele from those traditionally found in vocational institutions. Nevertheless, short term skill training programs represent a viable means for vocational educators to become involved in regional, statewide, or local economic development efforts. Economic development efforts by vocational educators have been underway in a number of states, though Tennessee, South Carolina, Louisiana, Oklahoma, and Wisconsin are highlighted. In addition, the point is made that business and industry are willing to establish programs in cooperation with vocational institutions if those institutions are willing to tailor their programs to specific human resource needs. (KC)

ED 199 446 CE 028 205

Bolino, August C.

Productivity: Vocational Education's Role. Information Series No. 223.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH00014

Pub Date—Jan 81

Contract—300-78-0032

Note—52p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Community Colleges, Educational Finance, *Education Work Relationship, Job Development, Job Training, Labor Force, Labor Supply, Needs, *Outcomes of Education, Postsecondary Education, *Productivity, *Program Effectiveness, Public Policy, Secondary Education, Technical Education, *Unemployment, *Vocational Education

Identifiers—United States

This paper's overview of the relationship between vocational education and productivity includes the presentation of results from a multiple regression analysis of vocational education enrollments and various productivity indices. This tentative analysis contributes additional observations to the studies reviewed and offers pertinent suggestions about ways of increasing productivity in the United States. Discussions of topics related to policy also are included: the mix and length of programs, ways to share the costs of training, issues related to efficiency and equity, and vocational education's role in reducing unemployment and creating jobs. Needs related to data collection, the effects of emerging technologies, and developing trends also are discussed. The study suggests that improvement in American productivity will take an investment in time and money by management and labor, that vocational education needs to develop a more flexible delivery system—one better able to shift resources when demand shifts; and, to that effect, the vocational education system must play a part in the diagnosis of productivity problems as well as in creating their solutions. (KC)

ED 199 447 CE 028 206

Schrom, Linda K.

Factors Influencing the Vocational Aspirations of Victorian Year 9 Students.

Victoria Education Dept. (Australia).

Pub Date—[81]

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Career Choice, Comparative Analysis, Discriminant Analysis, *Family Characteristics, *Females, *Grade 9, Males, *Occupational Aspiration, Parent Influence, Predictor Variables, Secondary Education, *Student Attitudes, Teacher Influence

Identifiers—Australia (Victoria), Significant Other

A study was conducted to determine the influence of family background and attitudinal factors on occupational aspirations of Year 9 students in Victoria, Australia. A survey was made of all Victorian Year 9 students and comparisons were made between groups of students who aspired to different occupations. Discriminant function analyses were computed to provide functions that maximally differentiated among students with differing occupational aspirations. The discriminant function analyses were computed separately for each sex and two analyses were computed to predict both boys' and girls' aspirations. For both boys and girls, the results of the analyses indicated that school characteristics were important predictors of aspirations, while self-rating of achievement was the single most important predictor. Students with professional aspirations rated themselves higher in school achievement than did students with lower aspirations. Family background variables had a greater influence on boys' aspirations than on girls' aspirations. Boys' aspirations were highly related to father's occupation and moderately related to ethnic background and mother's employment status. Ethnic background, however, was the only family background variable that was found to relate to girls' aspirations. On the other hand, the influence of significant others (teachers, parents) was unrelated to boys' aspirations but was an important predictor of girls' aspirations. (KC)

ED 199 448 CE 028 207

Spice, Byron L.

Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo.

National Education Association, Washington, D.C. Report No.—NEA-RM-1979-2

Pub Date—May 79

Note—35p.; Tables may be marginally legible due to broken print.

Available from—Chief, Benefits Branch, 446 Alt-meyer Building, Social Security Administration, 6401 Security Boulevard, Baltimore, MD 21235

(full report).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Children, *Disabilities, Displaced Homemakers, *Divorce, Employed Women, *Family Income, Females, Financial Needs, Financial Problems, Income, Males, Middle Aged Adults, Older Adults, One Parent Family, Policy Formation, Public Policy, *Retirement Benefits, *Sex Role, Social Change, Sociocultural Patterns, Spouses, *Widowed
Identifiers—*Social Security Benefits

This document is a summary of the longer document of the same name which was published by the Social Security Administration in response to the changes in American society that have made the traditional male/female roles of lifelong worker/lifelong homemaker no longer representative. The study focused on such issues as dependent's benefits and whether they work as now structured; the plight of women divorced before retirement age; the problem of disabled homemakers; and other problems of groups of people, mostly women, who do not qualify for benefits when they need them, or alternatively, groups who receive benefits disproportionately, such as one-income couples versus two-income couples. This summary presents the following positions: (1) earnings sharing, and the eventual elimination of the spouse's benefit; (2) a two-tier benefit system, in which a minimum benefit would be paid to everyone and the second-tier benefit would be tied directly to earnings; and (3) universal coverage as the best solution to the offset provision of the Social Security amendments of 1977. (KC)

ED 199 449 CE 028 208

Franklin, Howard, Ed. Hu, Howard, Ed.

Occupational and Environmental Health: A Resource Guide for Health Science Students.

American Medical Students Association, Chantilly, Va.; National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio. Div. of Training and Manpower Development.

Report No.—DHEW-NIOSH-80-118

Pub Date—Mar 80

Note—70p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Allied Health Occupations Education, Clinical Experience, Enrichment Activities, Experiential Learning, *Field Experience Programs, Field Instruction, Internship Programs, Learning Activities, *Learning Experience, *Medical Education, Postsecondary Education, *Student Experience, Student Participation, Student Volunteers, Vocational Education, Work Experience, Work Experience Programs

Identifiers—*Environmental Health, *Occupational Health

This resource booklet lists 139 organizations which the American Medical Student Association's Occupational and Environmental Health Task Force surveyed in 1979 as potential sources of extracurricular learning opportunities for health science students, especially medical students. Information provided for those organizations that responded may include any or all of the following: (1) name, address (and addresses of other offices/laboratories, if applicable), and/or telephone numbers; (2) contact person; and (3) description of organization, its purpose, activities, programs, services, opportunities or placement for students, publications and/or materials, and address(es), and/or phone numbers for additional information. (Names and addresses of nonresponders to the questionnaire are also listed so that their addresses are available to interested students.) A geographical index lists the organizations alphabetically by state or province (Canada), also in alphabetical order. (YLB)

ED 199 450 CE 028 209

Berryman, Sue E.

Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note.

Rand Corp., Santa Monica, Calif.
Spons Agency—Aspen Systems Corp., Germantown, Md.

Pub Date—Jun 80

Contract—Rand-N-1475-ASC

Note—72p.; This is a revision of a paper presented at the Aspen Workshop on Vocational Education Policies (Aspen, CO, August 19-24, 1979).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blacks, Dropouts, Educational Benefits, Educational Research, *Education Work Relationship, *Equal Education, Females, *High School Students, Literature Reviews, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Relevance (Education), Secondary Education, *Student Placement, Surveys, Synthesis, *Vocational Education

A study examined data from literature and from three surveys of high school students to analyze the equity of the way in which high schools assign students to the vocational track and the effectiveness of vocational education in preparing students for work. Data revealed that while students' junior high abilities, achievement, and curricular preferences explain a substantial amount of track placement, they do not explain it all. While over half of the variance in track placement remains unexplained, it is clear that status characteristics do not heavily affect track placement. Vocational programs seem to promote continued school attendance among students properly assigned to it. Data suggests that vocational programs might feasibly affect graduates' work establishment by integrating particular subgroups into the high school, thus increasing the chance that they will graduate; by developing academic and general human capital skills; by promoting good work habits; and by operating as an information and reference system for employers. The work establishment benefits of vocational education for high school dropouts is unclear, and data show no positive employment effects of vocational education for blacks. Vocational education may help females by training them in nontraditional occupations. (MN)

ED 199 451 CE 028 216

Sney, Barbara A.

Career Education: Concepts and Practices.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 81

Note—63p.; Italicized print and colored pages will not reproduce well. For related documents see CE 028 217-221.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Definitions, *Educational History, Educational Legislation, Educational Needs, *Educational Objectives, *Educational Practices, Federal Legislation, *Inservice Teacher Education, Instructional Materials, Learning Activities, *Program Design, Program Development, Program Implementation, Relevance (Education), School Districts, Teacher Workshops, Teaching Methods, Workshops

This manual is designed to inform local school district personnel of career education concepts and practices. These materials, representing a one-day workshop, consist of nine activities. Topics covered in the activities are an overview of the workshop, definitions of career education, and differences between career and vocational education; career education values and implications; and the historical background of career education (including legislation), the need for career education, career education goal areas, elements of an operational career education program, and infusing career education into a course of study. The activities contain a statement of purpose, information on which to base lectures and discussions, and specific instructions for implementing suggested exercises. Ten activity handouts are provided. These include a workshop agenda, career education definitions, a personal career line, a career education goal area game and answer sheet, an instrument for assessing career education programs, and a description of the elements of an operating career education program. (Five other career education workshops covering career education linking agents, program design, program improvement, opinion surveys, and school improvement processes are available separately through ERIC—see note.) (MN)

ED 199 452 CE 028 217

Richards, Edgar L.

Career Education Linking Agents: Perspectives and Roles.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 81

Note—50p.; Italicized print and colored pages will not reproduce well. For related documents see CE 028 216-221.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activities, Behavioral Objectives, *Career Education, Definitions, Educational Objectives, *Inservice Teacher Education, Instructional Materials, Learning Activities, *Linking Agents, *Program Implementation, Self Evaluation (Individuals), Skills, Workshops

Designed to give career education linkers an organizing perspective from which to view their career education work, this half-day workshop contains a total of eleven activities dealing with directions to the trainer: an introduction to linking; and roles, activities, and skills of the linker. Individual activity topics are an overview of the workshop, an introduction to linking, the definition of a linker, areas of linker involvement, tools of the linker, boundary spanning, linker roles, linker activities, tying roles and activities together in problem solving, skills required of linkers, and self-assessment. Each activity contains a statement of its purpose, its estimated time, an explanation of its format, and specific implementation activities. Thirteen activity handouts are provided. These include a workshop agenda, lists of knowledge resources, case studies, a linker self-assessment, lists of linker skills and roles, school improvement activities, a definition of a linker, and examples of linker roles. (Five other career education workshops covering career education concepts and practices, program design, program improvement, opinion surveys, and school improvement processes are available separately through ERIC—see note.) (MN)

ED 199 453 CE 028 218

Richards, Edgar L.

Career Education Program Design.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 81

Note—61p.; Italicized print and colored pages will not reproduce well. For related documents see CE 028 216-221.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Definitions, Educational Objectives, *Educational Planning, Evaluation Criteria, *Inservice Teacher Education, Instructional Materials, Learning Activities, Methods, Objectives, Planning, *Program Design, *Program Development, *School Districts, Skill Development, Skills, Teacher Workshops, Workshops, Writing Skills

This manual is intended for use in training a local career education program design group in the techniques involved in producing a program design document by giving group members step-by-step, hands-on experience. These materials, representing a one-and-one-half-day workshop consist of ten activities. Topics covered in the activities are an overview of the workshop, career education program planning, making initial decisions, introducing the program design, goal development, writing learning objectives, determining evaluation criteria for objectives, planning learning experiences, and reviewing previous work. Each activity contains a statement of purpose, its estimated time, an explanation of its format, and specific implementation suggestions. A total of twelve workshop activity handouts are provided. These include a workshop agenda, definitions of program and program design, a program information form, lists of program contexts and activities, sources of career education activities, a goal area program element worksheet, a discussion of the meaning and relationship of goals and objectives, examples of process goals, and an outcome-oriented view of program structure. (Five other career education workshops covering career education concepts and practices, linking agents, program improvement, opinion surveys, and school improvement processes are available separately through ERIC—

see note). (MN)

ED 199 454 CE 28 219

Sney, Barbara A.
Getting Ready for School Improvement in Career Education.
 Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, D.C.
 Pub Date—Jan 81

Note—52p.; Italicized print and colored pages will not reproduce well. For related documents see CE 28 216-221.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Change Strategies, Community Involvement, Definitions, Educational Change, Educational Facilities, Educational Improvement, Educational Resources, *Inservice Teacher Education, Instructional Materials, Learning Activities, Linking Agents, Meetings, Planning, Program Administration, *Program Development, *Program Improvement, Recruitment, Resource Centers, Role Playing, School Community Relationship, School Districts, School Involvement, Workshops

These materials for a one-day workshop on reviewing topics relevant to school improvement efforts in career education consist of six activities. Topics covered in the activities are an overview of the workshop, the initial meeting between linkers, diagnosing a school's readiness for change, getting school community people involved in planning for school improvement in career education, managerial structure for a career education program, and career education resource and technical assistance centers. Each activity contains a statement of purpose, its estimated time, an explanation of its format, and specific implementation suggestions. Twelve activity handouts are provided. These include a workshop agenda, a role play scenario, role profiles, an instrument for designing a school's readiness to change, lists of groups comprising a school community and factors encouraging and discouraging people from serving in school communities, suggested recruiting actions, a worksheet for designing a career education program managerial structure, and a design of and suggestions for such a structure. (Five other career education workshops covering career education concepts and practices, linking agents, program design, opinion surveys, and school improvement processes are available separately through ERIC—see note). (MN)

ED 199 455 CE 28 220

Sney, Barbara A.
Local Opinion Surveys for Career Education.
 Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, D.C.
 Pub Date—Jan 81

Note—68p.; Italicized print and colored pages will not reproduce well. For related documents see CE 28 216-221.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Data Analysis, *Data Collection, Data Processing, Definitions, Educational Research, *Inservice Teacher Education, Instructional Materials, Learning Activities, Methods, *Opinions, Planning, Questionnaires, Sampling, *School Districts, *School Surveys, Surveys, Workshops

This manual is designed to train local planning team members and school supervisors/administrators to conduct surveys of local opinions regarding career education. These materials, representing a one-day workshop, consist of eight activities. Topics covered in the activities are an overview of the workshop, an introduction to survey research, statements of purpose, issue-related questions, community population and sampling, data collection methods, data processing and interpretation, and the summary report. Each activity contains a statement of purpose, its estimated time, an explanation of its format, and specific implementation suggestions. Nineteen activity handouts are provided. These include a workshop agenda, an outline of a local opinion survey, career education definitions and goal areas, a description of the elements of an operational career education program, examples of purpose statements and steps for drafting them, ex-

amples of issue-related questions and topics, procedures for developing general and demographic questions, sampling techniques, and examples of data record and analysis sheets. (Five other career education workshops covering career education concepts and practices, linking agents, program design, program improvement, and school improvement processes are available separately through ERIC—see note). (MN)

ED 199 456 CE 28 221

Sney, Barbara A.
School Improvement Processes in Career Education.
 Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED), Washington, D.C.
 Pub Date—Jan 81

Note—49p.; Italicized print and colored pages will not reproduce well. For related documents see CE 28 216-220.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Change Strategies, Definitions, Facilities, Improvement, *Inservice Teacher Education, Instructional Materials, Learning Activities, Methods, Needs Assessment, Outcomes of Education, *Program Design, *Program Implementation, *Program Improvement, *School Districts, Workshops

This manual is designed to review those topics which should be considered when initiating a school improvement effort in career education. These materials, representing a one-day workshop, consist of seven activities. Topics covered in the activities are an overview of the workshop, work flow and a work-flow diagram, needs assessment, career education student outcomes, career education program elements, and developing an element-outcome grid. Each activity contains a statement of purpose, its estimated time, an explanation of its format, and specific implementation suggestions. Eleven activity handouts are provided. These include a workshop agenda, sample work-flow diagrams, procedures for developing a work flow, career education definitions, sample maxims for needs assessment, key needs assessment questions, sample career education student outcomes from state plans, discussion of career education student outcomes, an element-outcome grid, and discussion of an operational career education program. (Five other career education teacher workshops covering career education concepts and practices, linking agents, program design, program improvement, and school improvement processes are available separately through ERIC—see note). (MN)

ED 199 457 CE 28 222

Bassi, Laurie J.
Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980.

Spons Agency—Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.
 Pub Date—Nov 80

Contract—DOL-B-9-M-0-1064

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, *Employment Programs, *Evaluation Criteria, Evaluation Needs, Federal Programs, *Job Training, Participant Characteristics, *Program Effectiveness, Program Evaluation, Research Methodology, *Research Problems, *Selection

Identifiers—Comprehensive Employment and Training Act, *Nonrandom Selection

A study was conducted to develop a theoretical framework for unbiased estimation of the dynamic net impact of Comprehensive Employment and Training Act (CETA) programs on participants' earnings. (The possibility of selectivity bias arises from the non-random nature of participation in the program. That is, if participation is a function of unobservable variables such as ability or motivation, and these variables are also determinants of earnings, it will be impossible to distinguish the effects of the unobservables from the effects of the program without controlling for the selection process.) In the study, selectivity biases were controlled for through the use of an error components model. The model relies on the longitudinal nature of the data to eliminate the effects of the unobservables by differencing

them away. The estimation techniques developed allow for participation to be a non-random function of individual, unobserved variables that are both fixed and changing over time, and temporary fluctuation in earnings prior to the program. This framework represents an advance in the state of the art in impact estimation for employment and training programs, since it places fewer restrictions on the nature and type of comparison group necessary for unbiased estimation and, thereby, contributes to solving a problem that has long plagued evaluations of employment and training programs. (Author/KC)

ED 199 458 CE 28 224

Program Evaluation in Vocational Rehabilitation: Observations, No. 2.
 Office of Special Education (ED), Washington, D.C.

Pub Date—Dec 80

Note—85p.; For a related document see ED 195 789.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, Citations (References), Cost Effectiveness, *Evaluation Methods, Evaluation Needs, Evaluators, Federal Programs, *Management Information Systems, *Models, Policy Formation, *Program Evaluation, Program Improvement, *State Programs, *Vocational Rehabilitation

Identifiers—Delaware, Michigan, Mississippi, Oregon, Pennsylvania, Virginia, West Virginia

This document is one of a series of reports which describe the experiences of six state agencies that are developing systems to affect the development and implementation of policy in the federal/state program for vocational rehabilitation. The state programs are developing model program evaluation/management information support units. This second issuance of Observations contains an outline supported by flow charts and summaries of Delaware's case review process. Oregon's deployment of staff in tracking issues is described and illustrated with an example of the technique at work. An interim report from Michigan examines the program evaluator's role as consultant through two case histories. Virginia's approach to evaluation uses team techniques employing both evaluation staff and program personnel. Pennsylvania's contribution describes the structure of its case review process in terms of regional and district roles. West Virginia describes an ongoing study of the pros and cons of using benefit-cost analysis in vocational rehabilitation. Mississippi suggests that development of a management information system might well precede attempts at evaluation. The report concludes with a review, contributed by West Virginia, of a new handbook in human services evaluation, and a bibliography. (KC)

ED 199 459 CE 28 225

Sutherland, Mary S.
Education in the Medical Care Setting: Perceptions of Selected Physicians.

Pub Date—[80]

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, *Attitudes, *Educational Needs, Hospitals, *Patient Education, Physician Patient Relationship, *Physicians, Program Development, Questionnaires, Surveys
 Perceptions of selected physicians at Fort Sanders Presbyterian Hospital, Knoxville, Tennessee, were assessed regarding the status of education in the medical care setting. The questionnaire administered to 17 physicians gathered information related to their perceptions considering (1) the need for hospital-based patient teaching programs, (2) physicians' approval for educational activities, (3) printed instructional booklets for education, (4) responsibility for patient teaching, (5) kinds and types of educational programs, (6) patient referral for education, and (7) feasibility of an educational laboratory. Following the brief narrative section, all data gathered from the respondents are presented. For each of the eight questions this information is provided: number responding, answers, and number and percent which chose each answer. A table reports the kinds and types of patient education programs physicians would like to see developed and implemented. (YLB)

ED 199 460

CE 028 229

Smith, Earle L.

Power Line Technician's Training. Instructional Units.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—78

Note—854p.; Prepared in cooperation with the Rural Electric Cooperatives of Oklahoma.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, 1515 West 6th Ave., Stillwater, OK 74074.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Course Content, Curriculum Guides, *Electrical Occupations, *Electricity, *Inservice Education, Instructional Materials, Learning Activities, On the Job Training, Postsecondary Education, Staff Development, *Technical Education, *Training

Identifiers—Oklahoma, *Power Line Technicians

These instructional units, developed in Oklahoma, are designed for training power line technicians for rural electric cooperatives. Planned to help current employees advance in knowledge and skill, the instructional materials are divided into seven areas of training: Laborer; Groundworker or Equipment Operator; Power Line Technician, Step 1; Power Line Technician, Step 2; Power Line Technician, Step 3; Power Line Technician, Step 4; and Journey Line Technician. Each area includes three to nine instructional units. Each unit contains a unit objective, specific objectives, suggested activities, information sheet, test and test answers, and suggested activities. A list of references used in preparing the instructional materials is included. (KC)

ED 199 461

CE 028 231

Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.

Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Spons Agency—Arkansas State Board of Vocational Education, Little Rock.

Pub Date—81

Note—283p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Adjustment (to Environment), Adult Development, Adult Education, Adults, Adult Vocational Education, Curriculum Guides, *Displaced Homemakers, Employment Interviews, Family Environment, Females, Individual Development, Individual Power, Interests, *Job Search Methods, *Job Skills, Learning Modules, Money Management, Needs Assessment, Postsecondary Education, *Resource Allocation, *Self Actualization, Self Evaluation (Individuals), Self Help Programs

Identifiers—Arkansas

This curriculum guide, which is a product of an Arkansas project to develop employability services for displaced homemakers and others, is organized in a module format. The first section of the guide contains suggestions for teachers in organizing classes. An introduction to using the module format is given in that section with a topic outline of content. Nineteen modules follow, arranged in two divisions of pre-employability skills and personal resource management offerings. Pre-employment curriculum units cover such topics as needs assessment, interest inventories, assertiveness, responsibility, appearance, locating jobs, job applications and interviews, and managing a job. The personal resources management units cover areas of money and time management, education, skills, creativity, coping with stress, family cooperation, decision making, communication, and personal contact networks. Each module contains instructions to teacher, instructional objectives, evaluation procedures, learning activities, subject matter, and supplementary materials. Appendixes to the document contain a list of participants in the Homemakers in Transition project and samples of an agency information card, a flyer to advertise the program, and a news article. (KC)

ED 199 462

CE 028 238

Sarvis, Robert E.

Energy Management Technician Curriculum Development. Final Report.

Edmonds Community Coll., Lynwood, Wash. Spons Agency—Washington State Commission for Vocational Education, Olympia.

Pub Date—Oct 80

Note—350p.; Some pages will not reproduce well due to light, broken type. Appendix H was removed due to confidential information.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Building Trades, Community Colleges, Course Content, Curriculum, *Curriculum Development, Curriculum Guides, *Energy, *Energy Conservation, Instructional Materials, *Paraprofessional Personnel, Resources, Teaching Methods, *Technical Education, Two Year Colleges

Identifiers—*Energy Management, *Energy Occupations

This document is the result of an effort to develop a comprehensive curriculum to train community college students as energy management technicians. The main body of the document contains the energy management technician training curriculum and course content for the proposed courses in the two-year sequence; a report of how the curriculum was developed and evaluated makes up the rest of the document. The curriculum addresses the following needs: updating technical skills for design and review of energy systems; acquiring familiarity with historical approaches and current technologies for energy conversion and use; developing management abilities; and learning how to establish a viable energy management organization. Content areas covered in the curriculum include an introduction to energy issues and policies, materials and design in conservation, solar energy concepts, advanced solar energy concepts, renewable energy systems, fundamentals of heat transfer, energy usage of commercial buildings, energy auditing/calculations, energy control devices, energy building codes, updating seminars, and on-the-job training. Each course description contains student objectives and characteristics, teaching methodology, supplemental instructional materials, and films and reference sources. (KC)

ED 199 463

CE 028 241

Morse, Betty R. Dixon, Betty L.

Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.

University of West Florida, Pensacola.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—80

Note—175p.; For a related document see ED 193 495.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adolescents, Home Economics, *Home Economics Teachers, Middle Schools, *Pregnancy, *Prevention, *Profiles, Secondary Education, Surveys, *Teacher Attitudes, Teacher Characteristics

Identifiers—*Florida

Attitudes of Florida vocational home economics teachers were surveyed concerning a pregnancy-prevention education program for early adolescents during project phase 2. The Needs Assessment Inventory for Teenage Pregnancy Prevention developed in phase 1 was administered to 1274 teachers who approved the range of objectives cited in the Inventory and reported themselves at least moderately prepared to teach them. Although there were no differences between family living and child development teachers and all other home economics teachers in approval of objectives, the first group reported themselves significantly more prepared to teach the eighty-four items. There were no differences in teacher approach—characteristically didactic—between the two groups. A teacher profile of demographic variables was compiled. Representing the most complete information available, the profiles included such personal information as marital status, number of children, religion, type of community, and preferred teaching area. (Over thirty tables are provided. Appendixes include the instrument, listing of materials in the resource center

which was established, and outline and schedule of teacher seminars which were conducted.) (YLB)

ED 199 464

CE 028 242

Anderson, Nancy And Others

Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations, Handbooks for Experience-Based Career Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—283p.; Some pages in the appendixes will not reproduce well due to small print. For related documents see CE 028 243-246.

Available from—Education and Work Program, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, OR 97204 (set of five volumes, \$125.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Career Education, Community Involvement, *Community Relations, *Experiential Learning, *Personnel Management, Personnel Selection, *Program Administration, *Program Development, Program Guides, Publicity, Public Relations, Recruitment, School Community Relationship, Secondary Education

Identifiers—*Experience Based Career Education

This is one of a set of five handbooks compiled by the Northwest Regional Educational Laboratory that describes the processes for planning and operating a total experience-based career education (EBCE) program. Processes and material are those developed by the original EBCE model—Community Experience in Career Education (CE)2. The area of operations to which this handbook is devoted is management and organization. The first of four sections concerns program planning and governance, including community involvement, surveying potential support, meeting legal and educational requirements, securing program approval, and providing an adequate base for policymaking. Section 2 focuses on personnel and suggests procedures and considerations for recruiting and selecting staff, determining salaries and benefits, establishing working conditions, orienting staff, and providing staff development. Section 3 discusses business management—budgets, financial reports, office procedures, insurance, health and safety provisions, facilities, and transportation. Section 4 (community relations) suggests strategies for introducing EBCE to the community and meeting the ongoing information needs of internal and external audiences. Each section has three basic parts: (1) preview, including definition of the EBCE element discussed, purposes and underlying assumptions of that element, and people involved in delivering it; (2) steps to follow; and (3) narrative section explaining process behind each step. Extensive appendixes contain supplementary materials: an index to all the handbooks is also provided. (YLB)

ED 199 465

CE 028 243

Owens, Tom Haen, Joseph

Program Evaluation. Handbooks for Experience-Based Career Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—161p.; For related documents see CE 028 242-246.

Available from—Education and Work Program, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, OR 97204 (set of five volumes, \$125.00).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Career Education, Check Lists, Evaluation Methods, *Experiential Learning, Guidelines, *Program Evaluation, Program Guides, Secondary Education

Identifiers—*Experience Based Career Education

This is one of a set of five handbooks compiled by the Northwest Regional Educational Laboratory which describes the processes for planning and operating a total Experience-Based Career Education (EBCE) program. Processes and material are those developed by the original EBCE model—Community Experiences in Career Education (CE)2. The area of operations to which this handbook is

devoted to evaluation. It contains two basic parts. The "Overview" sets the background for understanding EBCE evaluation and how it relates to other elements of the program. A glossary of key evaluation EBCE terms used is provided. "Steps to Follow" organizes the evaluation process into a sequence of steps. The check list which begins the section provides a useful guideline. Each step in the check list is keyed to a portion of the following narrative, which supplies details and discussion for each point. Appendixes contain supplementary materials. A reproducible materials section, amounting to approximately one-half of the handbook, presents evaluation instruments which may be duplicated and used in evaluating EBCE programs. An index is also appended. (YLB)

ED 199 466 CE 028 244

Anderson, Nancy And Others

Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources, Handbook for Experience-Based Career Education.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—692p.; Some pages in the appendixes will not reproduce well due to small print. For related documents see CE 028 242-246.

Available from—Education and Work Program, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, OR 97204 (set of five volumes, \$125.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors—Basic Skills, Career Development, *Career Education, *Career Exploration, Community Resources, *Curriculum Design, Delivery Systems, Educational Resources, Employer Attitudes, *Experiential Learning, *Individualized Instruction, Individualized Programs, Instruction, Objectives, Program Guides, School Business Relationship, School Community Relationship, Secondary Education, Seminars, Skill Development, *Student Educational Objectives, Student Projects

Identifiers—*Experience Based Career Education, Life Skills

This is one of a set of five handbooks compiled by the Northwest Regional Educational Laboratory which describes the processes for planning and operating a total Experience-Based Career Education (EBCE) program. Processes and material are those developed by the original EBCE model-Community Experiences in Career Education or (CE)2. The area of operations to which this handbook is devoted is curriculum and instruction. There are nine sections. Curriculum Outcomes concerns general outcome goals and specific objectives for prescribing student performance. Learning Plan Negotiation focuses on prescribing individualized learning plans tailored to student needs, interests, abilities, and learning style. The next six sections describe planning and implementation procedures for these activities: career explorations, projects (individualized learning contracts), learning and skill-building levels (more extensive student involvement in projects and skill development activities at work-places), competencies, student journals, and employer seminars. The final section describes EBCE's approach to using community learning resources. Each section has three basic parts: (1) review, including definition of the EBCE element discussed, purposes and underlying assumptions of that element, and people involved in delivering it; (2) steps to follow; and (3) narrative section explaining process behind each step. Extensive appendixes contain supplementary materials; an index to all the handbooks is also provided. (YLB)

ED 199 467 CE 028 245

Anderson, Nancy And Others

Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization, Handbooks for Experience-Based Career Education.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—317p.; Some pages in the appended materi-

als will not reproduce well due to small print. For related documents see CE 028 242-246.

Available from—Education and Work Program, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, OR 97204 (set of five volumes, \$125.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Career Education, *Community Resources, *Employers, *Experiential Learning, Field Experience Programs, Inservice Education, Program Guides, School Business Relationship, School Community Relationship, Secondary Education, Site Analysis, *Site Selection, *Staff Development

Identifiers—*Experience Based Career Education

This is one of a set of five handbooks compiled by the Northwest Regional Educational Laboratory which describes the processes for planning and operating a total Experience-Based Career Education (EBCE) program. Processes and material are those developed by the original EBCE model-Community Experiences in Career Education or (CE)2. The area of operations to which this handbook is devoted is recruiting, developing, and using private and public sector sites to support student learning and career development. Site Recruitment, the first of three sections, details procedures for involving employers and other community site personnel in the EBCE program. Employer Instructor Development describes how participating site personnel are prepared for EBCE responsibilities. It focuses on planning and conducting development sessions. Site Utilization deals with the use of employer and community volunteers and sites to deliver student learning. Topics include learning site analysis, site maintenance, and information exchange. Each section has three basic parts: (1) preview, including definition of the EBCE element discussed, purposes and underlying assumptions of that element, and people involved in delivering it; (2) steps to follow; and (3) narrative section explaining process behind each step. Extensive appendixes contain supplementary materials; an index to all the handbooks is also provided. (YLB)

ED 199 468 CE 028 246

Anderson, Nancy And Others

Student Services, Program Entry/Exit, Student Records, Guidance, Handbooks for Experience-Based Career Education.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Note—407p.; For related documents see CE 028 242-245.

Available from—Education and Work Program, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Portland, OR 97204 (set of five volumes, \$125.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Accountability, *Career Education, Counseling Services, Credentials, *Experiential Learning, *Guidance Programs, Program Guides, *Recordkeeping, *Student Records, Student Responsibility, Transfer Policy

Identifiers—*Experience Based Career Education

This is one of a set of five handbooks compiled by the Northwest Regional Educational Laboratory which describes the processes for planning and operating a total Experience-Based Career Education (EBCE) program. Processes and material are those developed by the original EBCE model-Community Experiences in Career Education or (CE)2. The area of operations to which this handbook is devoted is student services. Program Entry/Exit, the first of three sections, details alternatives for student enrollment and orientation. Topics include student recruitment and selection, transfer into and out of the program, and program completion. Student Records covers procedures and considerations for collecting, recording, interpreting, and reporting information on student progress. Sample forms, including a student credential are displayed. Section 3, Guidance, concerns services, processes, and interactions that help students understand and benefit from individual experiences. It discusses program year action zones, student accountability system, zone progress meetings, zone de-briefings, and referral to outside agencies. Each section has three basic parts: (1) preview, including definition of the EBCE element discussed, purposes and underlying assumptions of that element, and people involved in

delivering it; (2) steps to follow; and (3) narrative section explaining process behind each step. Extensive appendixes contain supplementary materials; an index to all the handbooks is also provided. (YLB)

ED 199 469 CE 028 247

Supplement for Teaching Distributive Education

II: Course of Study.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Oklahoma State Univ., Stillwater.

Pub Date—80

Note—154p.; For a related document see ED 140 030.

Available from—Curriculum and Instructional Materials Center, 1515 W. Sixth Ave., Stillwater, OK 74074 (\$4.25 in Oklahoma; \$4.75 outside Oklahoma).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advertising, Behavioral Objectives, Bulletin Boards, Case Studies, Communication (Thought Transfer), *Distributive Education, Educational Games, Human Relations, Learning Activities, *Merchandising, Money Management, Puzzles, *Retailing, Review (Reexamination), Role Playing, *Salesmanship, Sales Occupations, Secondary Education, Transparencies, Visual Aids

Identifiers—Crime Prevention, *Distributive Education Clubs of America, Shoplifting

This supplement is designed to provide motivational ideas for teaching the competencies in the curriculum guide, D.E. II—Course of Study (see note). Effort is made to provide ideas for teaching specific objectives for which there was not already a method recommended. Many of the suggested activities are ready to duplicate, trace, or implement with a few simple procedures or materials. Others may be adapted for another unit or other material. Information provided for each activity includes unit name, unit number, section letter, objective(s) number, name of activity, and directions and materials needed. These types of activities are provided: bulletin boards, puzzles, mobiles, transparency masters, review activities, posters, games, handouts, role playing, and case studies. Unit titles are (1) Introduction to Distributive Occupations; (2) DECA; (3) Handling Money; (4) Shoplifting Prevention; (5) Communication; (6) Human Relations; (7) Pre-Approach, Approach, Determining Need (selling approaches); (8) Presentation; (9) Overcoming Objections, Close, Suggestion, Selling, and Reassurance; (10) Display; (11) Advertising Media; (12) Advertising Layout; (13) Merchandising; (14) Store Organization; and (15) Economics of Free Enterprise. Answers to puzzles are appended. (YLB)

ED 199 470 CE 028 257

Working with the Handicapped in the Vocational

Home Economics Classroom.

Ohio State Dept. of Education, Columbus. Div. of Vocational Home Economics.

Report No.—HE-WWH-7238

Pub Date—79

Note—263p.

Available from—Instructional Materials Laboratory, 1885 Neil Ave., Room 122, Columbus, OH 43210 (\$5.00. For Ohio, 1-100 copies, 10% discount; 101 copies or more, 20% discount. Other states, 101 copies or more, 20% discount).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Accessibility (for Disabled), Definitions, *Disabilities, Diseases, Educational Legislation, Educational Resources, Handicap Identification, Hearing Impairments, High Schools, Home Economics, *Individualized Education Programs, Learning Disabilities, *Mainstreaming, Mental Retardation, *Occupational Home Economics, Physical Disabilities, Students, *Teaching Methods, Visual Impairments, *Vocational Education

Identifiers—*Education for All Handicapped Children Act

This supplement is designed to aid vocational home economics teachers teaching handicapped students in the regular classroom. The first three sections provide background information on legislation affecting teaching of handicapped students in regular classrooms (Public Law 94-142), and defini-

tions of terms associated with these laws; an explanation of the assessment/placement procedure; and information on Individualized Educational Programs (IEPs). The fourth section defines various handicaps and suggests ways teachers can adapt lessons to include students with these handicaps. Handicaps included are mental retardation, hearing impairment, orthopedic handicaps, visual impairment, and learning disabilities. Lists of resources for working with each of these groups also are included. The fifth section provides instructions on completing instructional plans, while the sixth section contains classroom management and teaching strategies. A list of resources and annotated bibliographies also is included. (KC)

ED 199 471 CE 028 260

Gillespie, Wilma

Health Occupations Education Today! And Tomorrow!

Pub Date—80

Note—51p.; Paper presented at the American Vocational Association Awards Luncheon (New Orleans, LA, December 8, 1980). Occasional marginal illegibility due to broken type.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Allied Health Occupations Education, Delivery Systems, Education, *Educational Change, *Futures (of Society), *Health Personnel, Medical Services, Role Conflict, Role Theory, *Social Behavior, Teacher Behavior, *Teacher Role, Teachers

This paper focuses on change in health occupations education whose teachers are viewed as members of two professions (practitioners and teachers) and as members of two social systems (education and health care delivery). Following a presentation of a theoretical model of normative and personal dimensions of a social system, the paper examines empirical-rational, normative-reeducative, and power coercive change and the legal milestones and governance which have affected the social systems of education and health care delivery. Role expectations of health occupations teachers are cited, and a discussion is presented concerning how health occupations teachers must fulfill these role expectations by diagnosing educational needs as they relate to primary and secondary skills of learning and five life roles. Secondary skills relate to occupational role expectations and the life role as renderer of services are discussed. Within this framework is described health occupations education and health care delivery in the contexts of today and tomorrow. Similarities in societal expectations for the educational system and health care delivery system are described. Also discussed are the role conflicts which result from being members of two professions and how health occupations teachers must learn to manage the conflict. (YLB)

ED 199 472 CE 028 261

May, Ruth Graham

Adult Cognitive Development A La Piaget.

Pub Date—[81]

Note—12p.; Paper presented at the Claremont Reading Conference Annual Meeting (48th, Claremont, CA, January 16-17, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, Adult Learning, Adults, *Aging (Individuals), *Cognitive Ability, *Cognitive Development, Developmental Stages, Educational Research, *Learning Theories, Psychological Studies

Identifiers—*Formal Operations, Piaget (Jean), *Piagetian Theory

While Jean Piaget's work as it relates to the development of childhood and adolescent cognition has long been explored, only recently has the usefulness of Piaget's theory in the study of adult cognition been studied. Recent research by educational psychologists has raised serious doubts about Piaget's theoretical position that the highest level of cognition or formal operational thought is achieved by adolescence and maintained as static over life-span. John Flavell, a leading interpreter of Piaget, has suggested that adult cognitive changes, unlike childhood cognitive development, which is based on biological events, have their source in experience. Differences in rate and intensity of cognitive development in adulthood result from varying experiences with various degrees of intensity for adults. Evidence from studies of college students has chal-

lenged the theory that the final stage of cognitive development is fully achieved at adolescence. Researchers have also investigated the phenomenon of reverse decalage in older persons (a suggestion that formal operations among the elderly follow a pattern of decline in the same order in which they were acquired in the early years). Studies in this area have yielded conflicting results. (YLB)

ED 199 473 CE 028 262

Jones, H. A. Charnley, A. H.

Adult Literacy. A Study of Its Impact.

National Inst. of Adult Education, Leicester (England).

Report No.—ISBN-0-900559-39X

Pub Date—77

Note—129p.

Available from—National Institute of Adult Education, 19B Monfort St., Leicester, England LE1 7GE.

Pub Type—Books (010) — Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, *Administrator Attitudes, Adult Education, *Adult Literacy, Adult Programs, Educational Radio, Educational Research, Educational Television, Interviews, *Literacy Education, *Program Effectiveness, Program Evaluation, Resource Centers, *Student Attitudes, Student Improvement, *Teacher Attitudes, Teacher Education, Tutoring, Tutors, Volunteers

Identifiers—Adult Literacy Resource Agency, BBC Adult Literacy Project, England, *Impact, Wales

This book details research from January 1975 to December 1977 on the three-year BBC Adult Literacy Project and the government-funded Adult Literacy Resource Agency (ALRA). Chapter 1 sets forth these three research objectives: effectiveness of the campaign (including the broadcast element) in reaching and holding the adult sub-literate, effectiveness of the teaching, and effectiveness of the student's learning as shown in daily life. Chapter 2 describes conduct of the research, which involved qualitative study of participant perceptions collected by interviews. The course of the literacy campaign is outlined in chapter 3. It describes the four phases—activation, organization, quality of provision, educational progress beyond literacy—and identifies major partners. Chapters 4-6 present perceptions of the campaign by the three local partners in it—organizers, tutors, and students. Administrators' and organizers' perceptions are discussed concerning ethnic minority groups, general financial climate, recruitment of tutors, training, students, and drop-out rates. Volunteer tutors' perceptions concern reasons for volunteering, roles, training, and students. Students' perceptions focus on reasons for enrolling, experiences responsible for literacy difficulties, tuition, and dropping out. Chapter 7 identifies questions raised by the research that providers need to reflect upon for developing perspectives. (YLB)

ED 199 474 CE 028 264

Zadny, Jerry J.

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.

Portland State Univ., Oreg.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—Jun 79

Note—23p.; Prepared in the Regional Rehabilitation Research Institute.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Affirmative Action, Agency Role, *Disabilities, Disadvantaged, *Employer Attitudes, *Employment Opportunities, Employment Patterns, *Employment Practices, Employment Qualifications, Employment Services, Job Applicants, *Job Development, Job Performance, *Job Placement, Rehabilitation Programs

Identifiers—California (San Francisco), Oregon (Portland)

Surveys in Portland, Oregon, and San Francisco, California, asked 448 employers about their exposure and reactions to job development activity by agencies serving disabled and disadvantaged persons. Respondents were generally favorable or indifferent to being contacted, rated the performance of their disabled employees as being average or above average in comparison to other workers, and said that state rehabilitation agency clients tended to be as qualified as other applicants. Almost all indicated

that they would hire a disabled person who was more qualified than other applicants and a third indicated they would give preference to a disabled person who was as qualified as other applicants. Self-reported hiring of disabled persons and hiring of state agency clients increased with the number of employees and with the number of positions filled. Firms which reported being contacted by an agency representing disabled persons were more likely to report hiring a disabled person than firms which did not report being contacted. The percentage of firms hiring at least one and of firms hiring more than one disabled person increased with the number of times a firm was contacted. Expressions of willingness to hire disabled persons were not related to self-reported hiring or to hiring of state agency clients. Larger firms were more likely to hire disabled workers than smaller firms, and it was recommended that job developers continue to concentrate their efforts on larger firms, while keeping abreast of employment trends and employers' needs. (Author/KC)

ED 199 475 CE 028 276

Albracht, James, Ed.

Kansas Farm and Ranch Management Project.

Kansas State Univ., Manhattan. Coll. of Education. Spons Agency—Kansas State Dept. of Education.

Topeka. Div. of Vocational Education.

Pub Date—[78]

Note—816p.; Some pages will not reproduce well due to light print.

Available from—Vocational Curriculum Materials Center, Pittsburg State University, Pittsburg, KS 66762.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF05/PC33 Plus Postage.

Descriptors—*Agricultural Education, *Agricultural Production, *Core Curriculum, Credit (Finance), Curriculum Guides, Farmers, Farm Labor, *Farm Management, Learning Activities, Marketing, Postsecondary Education, *Record-keeping, *Vocational Education

Thirty-four units of instruction are included in this core curriculum in farm management for postsecondary farm and ranch management programs. Units of instruction are divided into twelve instructional areas: (1) Introduction to Financial Management, (2) Farm Business Arrangement, (3) Credit Management, (4) Budgeting, (5) Record Keeping, (6) Record Analysis, (7) Labor Management, (8) Marketing, (9) Tax Management, (10) Risk Management, (11) Farm Business Center, and (12) Estate Planning. Each unit follows a typical format that includes terminal objectives, specific objectives, suggested activities, instructional materials, references, information sheets, transparency masters, assignment sheets, and tests. (LRA)

ED 199 476 CE 028 277

Murphy, Bruce Pawasarat, John

Youth Unemployment and Undereducation: What

Approaches Work? Research Paper No. 1.

Wisconsin Univ., Milwaukee. Univ. Extension.

Pub Date—May 80

Note—91p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Basic Skills, Case Studies, *Educational Attainment, Educational Research, Education Work Relationship, Employment Programs, Job Placement, Models, National Programs, Program Descriptions, *Program Effectiveness, Reentry Students, Remedial Instruction, Success, Supervision, Surveys, *Unemployment, *Youth, *Youth Employment, *Youth Programs

A study identified and analyzed successful national youth projects which have the highest job placement rates, the highest rate of returning youths to school, and the most effective combination of basic skills remediation and job placement. The analysis and identification was based on a summary of literature; discussions with local, state, and national officials involved with youth employment; and site visits to eight exemplary youth projects (in Boston, Baltimore, Berkeley, Philadelphia, Minneapolis, St. Paul, Seattle, and San Francisco). Results of the study highlighted programs which return youth to school; provide remedial education and job placement; and involve cooperation among the prime sponsor, the local education agency (LEA), and the private sector. Factors linked to program success include tying academics directly to work experience; reinforcing attendance at school with paid work experience; career education, career

awareness, and job preparation workshops; well-supervised job sites; and careful monitoring of programs through performance-based contracts, centralized intake, assessment, and pre- and post-testing. (The final chapter contains summaries of the eight case studies. Each summary provides information on in- and out-of-school programs, the prime sponsor, linkages with LEAs, private sector involvement, and program staff. A bibliography is appended.) (MN)

ED 199 477 CE 028 278

Kepler, Mark Juelich, Mike
Private Sector Training of the Economically Disadvantaged: Key Elements of Success.
Wisconsin Univ., Milwaukee, Employment & Training Inst.

Spons Agency—Governor's Employment and Training Office, Madison, Wis.

Pub Date—Oct 80

Note—119p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Case Studies, *Economically Disadvantaged, *Employment Programs, Federal Programs, *Job Training, Labor Force, *Labor Force Development, Program Descriptions, Program Development, *Program Effectiveness, Program Implementation, Success, Training, Vocational Education

Identifiers—Comprehensive Employment and Training Act, *Private Enterprise, Wisconsin

This study analyzes private sector training programs that benefit economically disadvantaged (CETA-eligible) persons. Information on ten private sector training programs in seven states (Iowa, Florida, Maryland, California, Kansas, Mississippi, and New York) collected from a mailed eleven-page questionnaire, a follow-up telephone interview, and pertinent project documents is provided. The ten case studies are presented alphabetically. Each contains a brief outline including program title, name of operating organization, contact persons, prime sponsor data, program identifiers, budget data, organizational data and background information, primary information (why and how), unique features of the program, major goals and objectives, program description, negative aspects of the program, positive aspects of the program, and model implementation hints. Focus is on the feasibility of replication, the unique aspects of the program, and improvements that increased the program's success. Fourteen factors that determined the public sector's success in encouraging private sector participation in employment and training efforts and eight steps by which the private sector component can increase the likelihood of successful implementation of employment and training programs are identified. Implications for employment and training personnel are outlined, and suggestions for increased private sector involvement are provided. (MN)

ED 199 478 CE 028 279

Bice, Garry R.
Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas.

Conserva, Inc., Raleigh, N.C.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.—498MH90005

Pub Date—Sep 80

Contract—300-79-0534

Note—67p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Guides, *Agricultural Education, *Business Education, Case Studies, Community Involvement, Definitions, Equipment, Facilities, Guidelines, Job Placement, Out of School Youth, Outreach Programs, Program Administration, Program Development, *Program Implementation, *Program Improvement, Secondary Education, Staff Role, Staff Utilization, Student Recruitment, *Urban Areas, *Vocational Education

This handbook is designed to serve as a reference for teachers, supervisors, and administrators to use in organizing and implementing vocational agriculture/agribusiness programs for high school students and out-of-school youth in urban areas. Information in the handbook is divided into the following eight primary areas: (1) planning for program initiation, (2) administration, (3) vocational instruction, (4)

staffing, (5) equipment and facilities, (6) outreach/recruitment, (7) student placement, and (8) community involvement. Each section includes a basic definition of what is intended by the term, identification of some of the unique issues and needs in the area, goals and objectives to be accomplished by the area, alternative practices with advantages and disadvantages of each, and possible resource requirements for the area. Two additional sections contain a listing of the technical advisory group membership and synopses of nine case studies. (MN)

ED 199 479 CE 028 283

Korpi, Barbara, Comp.

Materials for Teaching Adult Functional Literacy in North Dakota; Annotated Bibliography, Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health.

Dickinson Public School District 1, N. Dak.

Spons Agency—North Dakota Univ., Grand Forks. Div. of Continuing Education; Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 79

Note—171p. Portions of some pages will not reproduce well due to small, light print.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adults, Annotated Bibliographies, Career Guidance, Community Services, *Consumer Education, *Educational Resources, English (Second Language), *Functional Literacy, Functional Reading, Government (Administrative Body), Health Education, *Instructional Materials, Laws, *Literacy Education, Money Management, Occupational Information, Reading Skills, Staff Development, Writing Skills

Identifiers—North Dakota

This bibliography is intended to help educators locate materials, ideas, and methods which will enable adults to become more functionally literate. Readability levels are provided for many items. The bibliography is divided into six sections. The first section lists materials for the professional educator, including resources, staff development materials, teacher aids, research, and guides and handbooks. The second section presents materials which help the student learn to cope in daily life, including reading/vocabulary, writing/speaking, and listening. Section 3 lists coping content areas, including community resources, consumer economics, health, government and law, and occupational knowledge. The fourth section lists selected series of materials useful in teaching adults, while the fifth section concentrates on materials about teaching English as a second language. The last section lists additional sources of information. (The publication is indexed.) (KC)

ED 199 480 CE 028 285

Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition.

Ministry of Education, Copenhagen (Denmark); Ministry of Labor, Copenhagen (Denmark).

Pub Date—Nov 78

Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Apprenticeships, Education Work Relationship, Employment Opportunities, Employment Problems, *Employment Programs, Employment Services, *Government Role, Higher Education, Job Placement, Job Training, Legislation, National Programs, Out of School Youth, Public Policy, *Unemployment, Unemployment Insurance, Vocational Education, Youth, *Youth Employment, *Youth Programs

Identifiers—*Denmark

This document is a report of the activities undertaken to help youths in Denmark find or train for employment under the provisions of the Employment Plan during the years 1978-1980. The report covers the history of the Employment Plan, a description of its Youth Programme, the various types of activities initiated by local and county authorities, state activities to combat youth unemployment, organization of the efforts to combat youth unemployment, reports on the effects of employment effort, unemployment benefits, and special measures against long-term unemployment. (KC)

ED 199 481 CE 028 287

Vocational Education and Training in Denmark.
Ministry of Education, Copenhagen (Denmark).

Pub Date—78

Note—48p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Apprenticeships, Career Guidance, *Educational Counseling, Elementary Secondary Education, Enrollment, Enrollment Trends, Guidance Programs, Job Training, Program Descriptions, *Program Design, *Program Effectiveness, *School Business Relationship, Tables (Data), Unemployment, *Vocational Education, Youth, *Youth Employment

Identifiers—*Denmark

This report on vocational education and training in Denmark consists of five sections. Section 1—the introduction—contains three subsections. The first subsection, which is devoted to the relationship between the primary and lower secondary school and the business sector, discusses apprenticeship training, basic vocational training, other training for technicians, other vocational training schemes, courses of education within the social and health sector, the course of further training and education, and vocational training for adults. The second subsection covers the relationship between apprenticeship training and basic vocational training, and the third subsection describes youth unemployment. In section 2 enrollment in and the scope of the Danish vocational education program are outlined. In section 3 the relationship between vocational training and other aspects of general training and education are described. Vocational training and education by business enterprises is examined in section 4. Section 5, which provides information on counseling, covers general information about educational guidance and career guidance within the educational system, particularly exposed groups of young people, and the public vocational guidance system. (MN)

ED 199 482 CE 028 289

Kaser, Joyce

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.

American Univ., Washington, D.C.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Jun 80

Grant—G00778C0193

Note—104p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—After School Programs, Compliance (Legal), *Equal Education, *Extracurricular Activities, Females, Males, Secondary Education, *Sex Bias, *Sex Discrimination, *Sex Fairness, *Student Organizations, Student Participation

Identifiers—*Title IX Education Amendments 1972

This manual is designed to provide educators with information, procedures, and materials for complying with Title IX of the Education Amendments of 1972 and promoting sex equity in extracurricular programs. The manual is comprised of four major sections. The first section presents the legal and educational context for complying with Title IX and providing sex equity in extracurricular activities. In section 2, a procedure and instrumentation for determining the extent of Title IX compliance and sex equity efforts currently existing in extracurricular activities is given. The third section provides a procedure and instrumentation for determining the extent of Title IX compliance and equity in the selection and compensation of advisors to extracurricular activities. The final section of the manual discusses local, state, and regional/national resources available to educators seeking information on sex equity in extracurricular activities. Data-gathering sheets are appended along with a list of Title IX Sex Desegregation Assistance Centers. (LRA)

ED 199 483 CE 028 291

Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]

Note—45p.; For related documents see CE 028 292-294. CE 028 296-301, CE 028 303-306, and CE 028 308-318.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Behavioral Objectives, *Bilingual Education, *Classification, *Food Standards, Individualized Instruction, Learning Activities, Learning Modules, *Meat, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Meat Cutters

This module on meat grades and classes is the first of three (CE 028 291-293) in the meat cutting course of a bilingual skills training program. The course is designed to furnish theoretical and laboratory experience in the cutting of beef, pork, poultry, lamb, and mutton. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify classes and grades of beef, veal, pork (hog), chicken, turkey, mutton, and lamb; to identify methods of preserving poultry and fish and seafood; and to identify forms in which fish and seafood may be marketed. Contents include list of module objectives; pretest; five sections on (1) beef and veal, (2) pork, (3) poultry, (4) lamb and mutton, and (5) fish and seafood; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 484 CE 028 292

Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]

Note—38p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Behavioral Objectives, *Bilingual Education, Equipment Maintenance, *Equipment Utilization, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Meat, Occupational Information, Postsecondary Education, Pretests Posttests, *Safety, Safety Education, *Sanitation, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Meat Cutters

This module on job classification, tools, sanitation, and safety is the second of three (CE 028 291-293) in the meat cutting course of a bilingual skills training program. The course is designed to furnish theoretical and laboratory experience in the cutting of beef, pork, poultry, lamb, and mutton. Module objectives are for students to develop trade-related Spanish/English vocabulary and to identify job classifications in a retail meat market; proper use and maintenance of meat cutting hand tools; power equipment, its usage, and cleaning procedures; sanitation procedures; and meat market safety rules. Contents include list of module objectives; pretest; five sections on (1) meat cutters, (2) hand tools, (3) power equipment, (4) sanitation, and (5) safety; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 485 CE 028 293

Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]

Note—38p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Behavioral Objectives, *Bilingual Education, *Classification, *Food Standards, Individualized Instruction, Learning Activities, Learning Modules, *Meat, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Meat Cutters

This module on identifying and cutting of meat and by-products is the third of three (CE 028 291-293) in the meat cutting course of a bilingual skills training program. The course is designed to furnish theoretical and laboratory experience in the cutting of beef, pork, poultry, lamb, and mutton. Module objectives are for students to develop trade-related Spanish/English vocabulary and to identify ways to determine meat freshness and tenderness; bone structures which determine names of cuts; primal and retail cuts of beef, veal, pork, lamb, mutton, and chicken; and edible and inedible by-products. Contents include list of module objectives; pretest; four sections on (1) meat appearance and bone structure, (2) primal meat cuts, (3) retail meat cuts, and (4) animal by-products; posttests; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 486 CE 028 294

Auto Mechanics Modules 1-6: Bilingual Vocational Language Development Workbook.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]

Note—57p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, *Auto Mechanics, *Bilingual Education, Individualized Instruction, Language Acquisition, Learning Activities, Motor Vehicles, *Postsecondary Education, Second Language Learning, Skilled Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development, Workbooks

This vocabulary language development workbook accompanies modules 1-6 in the auto mechanics course of the Bilingual Skills Training Program (CE 028 296-301). For each module the trade-related vocabulary to be learned and practiced is first presented in both English and Spanish. Various types of activities and exercises using both the English and Spanish vocabulary are then provided, including alphabetizing, unscrambling letters, translation, finding words in puzzles, and matching Spanish to English terms. Directions are generally given in both English and Spanish. (YLB)

ED 199 487 CE 028 296

Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]

Note—41p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, *Auto Mechanics, Behavioral Objectives, *Bilingual Education, *Fire Protection, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, *Safety, Safety Education, Second Language Learning, Skilled Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

This module on safety is the first of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The

course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to define safety, to list rules for fire prevention in the shop and while using lifting devices, and to describe safe work clothing. Contents include list of module objectives; pretest; five sections on (1) definition of safety and maintenance, (2) using tools and equipment, (3) fire prevention, (4) proper clothing, and (5) lifting devices; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions in Spanish and English; vocabulary; concepts (statements or questions to direct reading); readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB)

ED 199 488 CE 028 297

Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]

Note—44p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, *Auto Mechanics, Behavioral Objectives, *Bilingual Education, *Electrical Systems, *Engines, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Ignition Systems

This module on ignition systems is the second of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to name functions and circuits of an ignition system, to explain how voltage is increased by the coil and the spark is delivered by the distributor, and to name common problems caused by a faulty ignition system. Contents include list of module objectives; pretest; five sections on (1) ignition systems, (2) primary and secondary circuits, (3) how voltage is increased, (4) delivery of the spark to the proper cylinder, and (5) problems of the primary and secondary circuits; posttests; and English/Spanish vocabulary list. Each section is organized into this format: instructions in Spanish and English; vocabulary; and concepts (statements or questions to direct reading); readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB)

ED 199 489 CE 028 298

Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]

Note—44p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, *Auto Mechanics, Behavioral Objectives, *Bilingual Education, *Engines, *Fuels, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Automotive Fuel Systems

This module on the automotive fuel system is the third of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to name and explain the function of the four main parts of an automotive fuel system, and to name the most common problems of a fuel system. Contents include list of module objectives; pretest; five sections on (1) parts

of the fuel system, (2) fuel pump, (3) carburetor, (4) circuits of a carburetor, and (5) common problems of the fuel system; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB)

ED 199 490 CE 028 299
Bilingual Skills Training Program. Auto Mechanics. Module 4.0: The Automotive Electrical System.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]
Note—50p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, *Auto Mechanics, Behavioral Objectives, *Bilingual Education, *Electrical Systems, *Engines, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

This module on the automotive electrical system is the fourth of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary; to describe the basics of electricity; to name the five main groups making up the automotive electrical system; to describe the parts and functions of the battery, starting motor, and charging system; and to name the most common problems of the electrical system. Contents include list of module objectives; pretest; six sections on (1) auto electrical system, (2) its parts, (3) battery, (4) starting motors, (5) charging system, and (6) problems of the electrical system; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB)

ED 199 491 CE 028 300
Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]
Note—44p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Vocational Education, *Auto Mechanics, Behavioral Objectives, *Bilingual Education, Individualized Instruction, Learning Activities, Learning Modules, *Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Transmissions (Automotive)
This module on automotive transmissions is the fifth of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to identify and explain the function of the three types of clutches, to explain how the manual transmission works, to identify and explain the function of the parts of an automatic transmission, and to explain parts and functions of the drive line, rear axle, and differentials. Contents include list of module objectives; pretest; five sections on (1) clutches, (2) manual transmissions, (3) automatic transmissions, (4) drive lines, and (5) rear axles and differentials; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts

(statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB)

ED 199 492 CE 028 301
Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]
Note—76p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Vocational Education, *Auto Mechanics, Behavioral Objectives, *Bilingual Education, *Electrical Systems, Engines, Equipment Utilization, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Second Language Learning, Skilled Occupations, Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Ignition Systems, *Oscilloscopes
This module on the sun oscilloscope is the sixth of six (CE 028 296-301) in the auto mechanics course of a bilingual skills training program. (A Vocabulary Development Workbook is available as CE 028 294.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to identify and describe sections of the basic sun scope pattern, to identify and explain use of verticle lines and gradation scale on the Sun Scope Screen, to interpret the coil output and condition of contact points on the screen, and to identify and correct problems of secondary polarity and insulation and secondary resistance by using the sun scope. Contents include list of module objectives; pretest; six sections on (1) sun scope basic pattern, (2) sun scope screen, (3) coil output, (4) contact points, (5) secondary polarity and insulation, and (6) secondary resistance; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, spelling, writing skills, and application of terminology to the trade area. (YLB)

ED 199 493 CE 028 303
Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]
Note—73p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, *Auto Body Repair, Behavioral Objectives, *Bilingual Education, *Construction (Process), Individualized Instruction, Learning Activities, Learning Modules, *Motor Vehicles, Occupational Information, Postsecondary Education, Pretests Posttests, Repair, Second Language Learning, *Spanish, Trade and Industrial Education, *Vocabulary Development

This module on beginning auto body is the first of four (CE 028 303-306) in the auto body repair course of a bilingual vocational training program. The course is designed to furnish theoretical and laboratory experience in welding, metal straightening, metal finishing, painting, and use of power and hand tools. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify auto body repair job classifications; and to identify different metal strengthening methods used in constructing vehicles, different vehicle frame constructions and their purpose, types of body construction and their purpose, and different units of hardware and trim and their purpose. Contents include list of module objectives; pretest; five sections on (1) auto body technicians, (2) metal strengthening, (3) frames, (4) body construction, and (5) hardware and trim; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings in Eng-

lish and Spanish; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. Supplemental worksheets and exercises are appended. (YLB)

ED 199 494 CE 028 304
Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]
Note—70p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, *Auto Body Repair, Behavioral Objectives, *Bilingual Education, *Equipment, *Equipment Utilization, Hand Tools, Individualized Instruction, Learning Activities, Learning Modules, Motor Vehicles, Postsecondary Education, Pretests Posttests, Repair, Safety, Second Language Learning, *Spanish, Trade and Industrial Education, *Vocabulary Development

This module on tools and equipment is the second of four (CE 028 303-306) in the auto body repair course of a bilingual vocational training program. The course is designed to furnish theoretical and laboratory experience in welding, metal straightening, metal finishing, painting, and use of power and hand tools. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify the most widely used general purpose tools, straightening and specialty hand tools, electric and pneumatic power tools, major collision repair equipment, refinishing equipment, and their purposes; and to identify safety rules which apply to power tools and major collision repair equipment. Contents include list of module objectives; pretest; five sections on (1) general purpose tools, (2) straightening and specialty hand tools, (3) power tools, (4) major collision repair equipment, and (5) refinishing equipment; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 495 CE 028 305
Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair.

Northern New Mexico Community Coll., El Rito. Pub Date—[80]
Note—48p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, *Auto Body Repair, Behavioral Objectives, *Bilingual Education, *Finishing, Individualized Instruction, Learning Activities, Learning Modules, *Metals, Motor Vehicles, Postsecondary Education, Pretests Posttests, Repair, Second Language Learning, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—Soldering
This module on basic metal repair is the third of four (CE 028 303-306) in the auto body repair course of a bilingual vocational training program. The course is designed to furnish theoretical and laboratory experience in welding, metal straightening, metal finishing, painting, and use of power and hand tools. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify procedure for preparing exterior, interior, and under surfaces and for analyzing damage; to identify metal capabilities; and to identify these processes: metal roughout, metal shrinking, soldering, plastic filler, metal finishing. Contents include list of module objectives; pretest; five sections on (1) surface preparation, (2) damage analysis and metal roughout, (3) metal shrinking, (4) body solder and plastic filler, and (5) metal finishing; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also

cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 496 CE 028 306
Bilingual Vocational Training Program. Auto Body Repair, Module 4.0: Auto Body Welding.
 Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—38p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Adult Vocational Education, *Auto Body Repairers, Behavioral Objectives, *Bilingual Education, Equipment Utilization, *Finishing, Individualized Instruction, Learning Activities, Learning Modules, Metals, Motor Vehicles, Postsecondary Education, Pretests Posttests, Repair, Safety, Safety Education, Second Language Learning, *Spanish, Trade and Industrial Education, *Vocabulary Development, *Welding

This module on auto body welding is the fourth of four (CE 028 303-306) in the auto body repair course of a bilingual vocational training program. The course is designed to furnish theoretical and laboratory experience in welding, metal straightening, metal finishing, painting, and use of power and hand tools. Module objectives are for students to develop trade-related Spanish/English vocabulary; to identify basic oxyacetylene welder components and their function; oxyacetylene welding flames and welds and how they are produced, and equipment set up procedures; and to identify general safety rules. Contents include list of module objectives; pretest; five sections on (1) basic acetylene welder components, (2) oxyacetylene welding flames, (3) equipment set up, (4) welds, and (5) oxyacetylene welding safety; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. Worksheets also cover these areas: vocabulary, definitions, and word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 497 CE 028 308
Bilingual Skills Training Program. Barbering/Cosmetology, Module 1.0: Bacteriology.
 Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—49p.; Some pages will not reproduce well due to light print. For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Adult Vocational Education, *Barbers, Behavioral Objectives, *Bilingual Education, Biology, *Cosmetologists, Cosmetology, Diseases, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Bacteriology
 This module on bacteriology is the first of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary; to classify and define bacteria as to types; to name and illustrate members of the cocci, spirilla, and bacilli families and name diseases caused by each; and to define and give examples of parasites and saprophytes. Contents include list of module objectives; pretest; five sections on (1) definition of bacteria, (2) classification of bacteria, (3) cocci and spirilla bacteria, (4) bacilli bacteria, and (5) saprophytes and parasites; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 498 CE 028 309
Bilingual Skills Training Program. Barbering/Cosmetology, Module 2.0: Sterilization and Sanitation.

Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—39p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Adult Vocational Education, *Barbers, Behavioral Objectives, *Bilingual Education, *Cosmetologists, Cosmetology, *Disease Control, Diseases, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, *Sanitation, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—Bacteria
 This module on sterilization and sanitation is the second of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary; to list natural defenses of the human body against pathogenic bacteria; to name three main types of vaccines and how they are made; to define sterilization and sanitation; and to list physical and chemical agents of sterilization and sanitation. Contents include list of module objectives; pretest; four sections on (1) natural defenses against bacteria, (2) medical defenses against bacteria, (3) physical agents of sterilization and sanitation, and (4) chemical agents of sterilization and sanitation; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 499 CE 028 310
Bilingual Skills Training Program. Barbering/Cosmetology, Module 3.0: Cells.
 Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—55p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Adult Vocational Education, *Barbers, Behavioral Objectives, *Bilingual Education, Biology, *Cosmetologists, Cosmetology, *Cytology, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Cells (Biology)
 This module on cells is the third of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary; to define and describe cells; to draw the structure of a cell and explain each part and its function; to describe cell reproduction; and to define and explain how tissues and organs are formed. Contents include list of module objectives; pretest; five sections on (1) definition of a cell, (2) function, shapes, and sizes of cells; (3) basic structure of a cell, (4) growth and reproduction of a cell; and (5) tissues and organs formed by cells; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 500 CE 028 311
Bilingual Skills Training Program. Barbering/Cosmetology, Module 4.0: Skeletal System.
 Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]

Note—58p.; Not available in paper copy due to light print. For related documents see CE 028 291.
 Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Vocational Education, Anatomy, *Barbers, Behavioral Objectives, *Bilingual Education, *Cosmetologists, Cosmetology, *Human Body, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Skeletal Systems
 This module on the skeletal system is the fourth of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skill training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary; to name the nine systems found in the human body; to identify the three basic parts of the skeletal system and the function of each; to identify the types and structure of a bone; and to identify the eight bones of the cranium and the fourteen bones of the face. Contents include list of module objectives; pretest; five sections on (1) systems, (2) skeletal system, (3) types and structure of a bone, (4) eight bones of the cranium, and (5) fourteen bones of the face; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 501 CE 028 312
Bilingual Skills Training Program. Barbering/Cosmetology, Module 5.0: Nervous System.
 Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—54p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
 Descriptors—Adult Vocational Education, *Barbers, Behavioral Objectives, *Bilingual Education, *Cosmetologists, Cosmetology, *Human Body, Individualized Instruction, Learning Activities, Learning Modules, Physiology, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Nervous System
 This module on the nervous system is the fifth of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary; to describe components and function of the nerve cell; to name types of nerves; to identify the main parts of the nervous system; to locate the cranial and cervical nerves; and to name methods for stimulating the nerves. Contents include list of module objectives; pretest; five sections on (1) nerve cell, (2) types of nerves, (3) division of the nervous system, (4) cranial nerves, and (5) nerve fatigue and relaxation; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 502 CE 028 313
Barbering/Cosmetology, Module 6-10: Bilingual Vocational Language Development Workbook.
 Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—60p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Anatomy, *Barbers, *Bilingual Education, *Cosmetologists, Cosmetology, Human Body, Individualized Instruction, Language Acquisition, Learning Activities, Physiology, Postsecondary Education, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development, Workbooks

This vocabulary language development workbook accompanies modules 6-10 in the barbering/cosmetology course of the Bilingual Skills Training Program (CE 028 314-318). For each module the trade-related vocabulary to be learned and practiced is first presented in both English and Spanish. Various types of activities and exercises using both the English and Spanish vocabulary are then provided, including alphabetizing, unscrambling letters, translation, finding words in puzzles, and matching Spanish to English terms. Directions are generally given in both English and Spanish. (YLB)

ED 199 503 CE 028 314
Bilingual Skills Training Program, Barbering/Cosmetology, Module 6.0: Muscular System.

Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—34p.; Some pages will not reproduce well due to light print. For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Anatomy, *Barbers, Behavioral Objectives, *Bilingual Education, *Cosmetologists, Cosmetology, *Human Body, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Muscular System
 This module on the muscular system is the sixth of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to describe function of and differentiate among the three types of muscles, to define basic characteristics of muscles, and to locate and identify the function of the basic muscles of the head, face, and neck. Contents include list of module objectives; pretest; three sections on (1) muscles and tissues; (2) characteristics of muscles, and (3) muscles of the head, face, and neck; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: Vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 504 CE 028 315
Bilingual Skills Training Program, Barbering/Cosmetology, Module 7.0: Endocrine System.

Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—35p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Anatomy, *Barbers, Behavioral Objectives, *Bilingual Education, *Cosmetologists, Cosmetology, Diseases, *Human Body, Individualized Instruction, Learning Activities, Learning Modules, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Endocrine System

This module on the endocrine system is the seventh of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to describe the endocrine system, to identify and describe the function of the three types of duct glands and all the ductless glands, and to name common skin and scalp disorders. Contents include list of module objectives; pretest; four sections on (1) endocrine system, (2) duct glands, (3) ductless glands, and (4) skin and scalp disorders; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 505 CE 028 316
Bilingual Skills Training Program, Barbering/Cosmetology, Module 8.0: Excretory System.

Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—35p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, Anatomy, *Barbers, Behavioral Objectives, *Bilingual Education, *Cosmetologists, Cosmetology, *Human Body, Individualized Instruction, Learning Activities, Learning Modules, Physiology, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Excretory System

This module on the excretory system is the eighth of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to discuss the importance of knowledge of systems in the human body to cosmetologists and barbers, to discuss perspiration and its importance, and to describe function of the kidneys, liver, large intestine, and lungs. Contents include list of module objectives; pretest; four sections on (1) The Body is a Wonderful Machine, (2) Is It Healthy to Perspire?, (3) The Kidneys, and (4) Vital Organs of the Excretory System; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 506 CE 028 317
Bilingual Skills Training Program, Barbering/Cosmetology, Module 9.0: Respiratory System.

Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—36p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Vocational Education, *Barbers, Behavioral Objectives, *Bilingual Education, *Cosmetologists, Cosmetology, *Human Body, Individualized Instruction, Learning Activities, Learning Modules, Physiology, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

Identifiers—*Respiratory System

This module on the respiratory system is the ninth of ten (CE 028 308-318) in the barbering/cos-

metology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experiences. Module objectives are for students to develop trade-related Spanish/English vocabulary, to describe the function of the respiratory system, to define the process of inhaling and exhaling, and to describe types of breathing and the breathing process. Contents include list of module objectives; pretest; four sections on (1) respiratory system, (2) inhaling and exhaling, (3) different types of breathing, and (4) the breathing process; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 507 CE 028 318
Bilingual Skills Training Program, Barbering/Cosmetology, Module 10.0: Circulatory System.

Northern New Mexico Community Coll., El Rito.
 Pub Date—[80]
 Note—53p.; For related documents see CE 028 291.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Anatomy, *Barbers, Behavioral Objectives, *Bilingual Education, Blood Circulation, *Cardiovascular System, *Cosmetologists, Cosmetology, Human Body, Individualized Instruction, Learning Activities, Learning Modules, Physiology, Postsecondary Education, Pretests Posttests, Second Language Learning, Service Occupations, *Spanish, Trade and Industrial Education, *Vocabulary Development

This module on the circulatory or vascular system is the tenth of ten (CE 028 308-318) in the barbering/cosmetology course of a bilingual skills training program. (A Vocabulary Development Workbook for modules 6-10 is available as CE 028 313.) The course is designed to furnish theoretical and laboratory experience. Module objectives are for students to develop trade-related Spanish/English vocabulary, to identify and describe parts and functions of the blood-vascular and lymph-vascular systems, to explain the composition and function of blood, to explain and trace the circulation of blood, and to name and locate arteries and veins of the head, face, neck, and arms. Contents include list of module objectives; pretest; six sections on (1) circulatory system, (2) blood-vascular system, (3) blood, (4) blood circulation, (5) arteries and veins, and (6) lymph-vascular system; posttest; and English/Spanish vocabulary list. Each section is organized into this format: instructions, vocabulary, and concepts (statements or questions to direct reading) presented in English and Spanish; readings; and worksheets to evaluate comprehension of the trade-related reading material. (Readings in modules 1-5 are in both English and Spanish.) Worksheets also cover these areas: vocabulary, definitions, word attack skills, writing skills, spelling, and application of terminology to the trade area. (YLB)

ED 199 508 CE 028 319
Health Occupations in Illinois: Executive Summary.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
 Pub Date—Dec 80
 Note—30p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations, *Allied Health Occupations Education, Certification, Educational Needs, *Educational Planning, Educational Research, Employment Opportunities, *Employment Patterns, Job Training, Labor Needs, *Nursing, *Occupational Information, Postsecondary Education, Promotion (Occupational), Research Needs, Salaries, Statewide Planning, Tables (Data)

Identifiers—Illinois

This executive summary of a comprehensive study of health occupations education and employment in Illinois contains data on eighty-nine allied

health and nursing occupations. Job definitions, educational requirements, licensing and certification, training programs, salary ranges, and job availability in these occupations are summarized in both narrative and tabular form. Tables included in the summary cover major occupational groups potentially employed in various settings, regional distribution of personnel and population percentages, per cent of personnel employed in various settings, average manpower supply ratings by region, average manpower supply ratings by employment setting, number of occupations in which 75 per cent or more of the personnel are credentialed, and number of occupations with advancement opportunities. Problems relating to salary, working conditions, education, and maldistribution of manpower are examined in a section on issues in health occupations. Research priorities and research and educational needs are covered in the concluding section. A bibliography of selected references is included. (MN)

ED 199 509 CE 28 323

Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.

Anoka-Hennepin Independent School District 11, Anoka, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—502AH70022

Pub Date—80

Grant—G057700197

Note—199p.; Some pages in the first part of this document will not reproduce well due to poor print quality.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Attitudes, *Career Education, Community Resources, *Demonstration Programs, *Experiential Learning, Graduates, Models, Parent Attitudes, Pretests Posttests, *Program Development, *Program Effectiveness, Questionnaires, Resource Staff, *School Business Relationship, School Districts, Secondary Education, Student Attitudes

Identifiers—Anoka Hennepin School District MN, *Experience Based Career Education

An experience-based career education (EBCE) program in the Anoka-Hennepin Independent School District 11 in Coon Rapids, Minnesota, was designed to aid students in making career decisions by the use of academic and out-of-school learning experiences. The program involved a cross-section of high school juniors from three district high schools. Students participated in individual learning experiences which were coordinated by an EBCE staff member. These experiences included placement in the business, industrial, and service agencies of the community. The project involved 115 cooperating sites and over 225 resource persons. A third-party evaluation of the demonstration project, entailing six parts (preassessment of students, survey of current students, survey of EBCE parents, survey of resource persons, survey of former students, and postassessment of students) was conducted. The evaluation identified the EBCE program as a strong, viable alternative school plan. Both current and former students and parents were extremely positive about the program. Recommendations involved coordination among the three schools, further study of EBCE student basic skill development, and providing resource persons with site evaluations by staff and students. (MN)

ED 199 510 CE 28 325

Energy Management Strategies for Home Economics Teachers.

Colorado State Board for Community Colleges and Occupational Education, Denver; Energy and Man's Environment, Colorado Springs, Colo.; Public Service Co. of Colorado, Denver.

Pub Date—[79]

Note—278p.; Some pages will not reproduce well due to light print.

Available from—Public Service Company of Colorado, P.O. Box 840, Denver, CO 80201 (\$10.00; 25 or more copies, \$7.00 each, plus shipping).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Child Development, Clothing Instruction, *Conservation Education, Course Content, *Electrical Appliances, *Electricity, *Energy Conservation, Family Life Education,

Foods Instruction, *Heating, High Schools, *Home Economics, Home Furnishings, Home Management, Housing, Instructional Materials, Learning Activities, Textiles Instruction

This energy activity guide, developed and field tested in Colorado, presents teaching units and strategies to aid home economics teachers to teach energy management. The guide is divided into six subject areas: introduction (background information on energy use and conservation); foods and nutrition; clothing and textiles; housing and home furnishings; child development; and personal and family relations. Each area, except the introduction, is divided into six to twelve units. Each unit contains objectives, background information, suggested activities, evaluation techniques, and student assignments. Resources and materials are also suggested. (KC)

ED 199 511 CE 28 332

Martinez, Gloria E.

Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries, July 1, 1977-June 30, 1978.

Eastern New Mexico Univ., Roswell. Dept. of Business and Office Education; New Mexico State Dept. of Education, Santa Fe.

Pub Date—30 Jun 78

Note—209p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Course Content, Curriculum Guides, Geology, Instructional Materials, Legal Education, *Office Occupations Education, *Petroleum Industry, Secondary Education, *Secretaries, Simulation, *Solar Radiation, Two Year Colleges, *Vocational Development, Vocational Education Identifiers—*Mining, New Mexico

This document is a packet of instructional materials for training secretaries and clerks for the petroleum, mining, and solar energy fields. Developed by Eastern New Mexico University and the New Mexico State Department of Vocational Education, and aimed at New Mexico industry, the curriculum is divided into three units of petroleum, mining, and solar energy secretarial occupations. Each of these divisions contains background information about the industry, information about reports used by that industry with which the secretary may need to work, and a working vocabulary with definitions. Specific occupations covered are land and legal secretary, geologist's secretary, oil company production secretary, and solar energy research secretary. (KC)

ED 199 512 CE 28 333

Dube, Paul E.

Developing a Comprehensive Cooperative Education Program: Implementing the Plan.

National Commission for Cooperative Education, Boston, Mass.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—[80]

Note—19p.; For related documents see CE 28 336-338.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Credits, College Faculty, Colleges, *Cooperative Education, *Cooperative Programs, Employer Employee Relationship, Guidelines, *Higher Education, Job Development, Job Placement, Orientation, Personnel Selection, *Program Development, *Program Implementation, Publicity, Recordkeeping, Student Participation, Student Placement, Student Recruitment, Universities

This paper is one in a publication series containing general knowledge which can help colleges and universities in the various phases of developing comprehensive cooperative education programs (see note). It discusses fundamental factors that must be considered in implementing a cooperative plan and gives guidelines for putting into effect the stage three implementation plan/budget discussed in CE 28 337. Among the implementation areas addressed are publicizing the decision and plan to adopt a comprehensive cooperative education program, designing the calendar and scheduling courses, seeking technical assistance, orienting faculty and administration, marketing the institution and its cooperative program, recruiting students to the campus, recruiting students to the cooperative education program, setting criteria for

student participation in cooperative education programs, hiring director and staffing the program, hiring and training staff, determining registration procedures, establishing employment program, developing jobs, placement process, maintaining employer relations, counseling and preparing students for work, awarding academic credit, developing and maintaining forms and records, building relationships with other departments, building relationships with faculty, and organizing and using an advisory committee. (YLB)

ED 199 513 CE 28 336

Varty, James W. Thompson, Dennis R.

Developing a Comprehensive Cooperative Education Program: Management Information Systems.

National Commission for Cooperative Education, Boston, Mass.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—[80]

Note—18p.; For related documents see CE 28 333 and CE 28 337-338.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, *Cooperative Education, *Cooperative Programs, *Higher Education, Information Needs, Information Processing, *Management Information Systems, Program Administration, *Program Development, *Systems Development, Universities

This paper is one in a publication series containing general knowledge which can help colleges and universities in the various phases of developing comprehensive cooperative education programs (see note). It focuses on design of a suitable cooperative management information system. The paper begins by establishing a perspective about management information systems (MIS) and pointing out the need for information management in cooperative education by review of cooperative information needs. Common weaknesses in cooperative education information management are then detailed, and suggestions are made for overcoming them through an MIS. The final section presents a process for MIS development that involves four steps: (1) specifying objectives; (2) identifying information and data needs; (3) determining data collection, storage, manipulation, and reporting methods; and (4) deciding how the MIS will assist in daily program objectives and overall planning. (YLB)

ED 199 514 CE 28 337

Wright, Claire B. Ed.

Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages.

National Commission for Cooperative Education, Boston, Mass.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—[80]

Note—22p.; For related documents see CE 28 333 and CE 28 336-338.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, *Cooperative Education, *Cooperative Programs, Decision Making, *Educational Planning, *Higher Education, Models, Organizational Change, *Program Development, Program Implementation, Universities

This paper is one in a publication series containing general knowledge which can help colleges and universities in the various phases of developing comprehensive cooperative education programs (see note). It explains and summarizes the major stages that an institution must pass through in the conversion from a traditional academic plan to a large-scale cooperative education program. These four stages suggested by the literature on strategic planning, the adoption of innovation, and organizational change are considered: (1) strategic decision to institute a comprehensive cooperative education program; (2) the organization develops strategic planning performance objectives consistent with the organization's fundamental mission/philosophy; (3) the organization develops program and functional plans and budgets, i.e., the implementation plan/budget; and (4) the programs and functional plan/budget are implemented. An appendix presents a change model for developing a comprehensive cooperative education program involving four phases. (YLB)

ED 199 515 CE 028 338

Nielsen, Richard P.

Developing a Comprehensive Cooperative Education Program: Building a Consensus.

National Commission for Cooperative Education, Boston, Mass.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—[80]

Note—15p.; For related documents see CE 028 333 and CE 028 336-337.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Colleges, *Cooperation, *Cooperative Education, *Cooperative Programs, *Decision Making, *Higher Education, Organizational Change, *Program Development, Program Implementation, Universities

Identifiers—*Consensus

This paper is one in a publication series containing general knowledge which can help colleges and universities in the various phases of developing comprehensive cooperative education programs (see note). It addresses how to help smooth the way for major institutional change by fostering an atmosphere of cooperation and support for the project. The first section presents six reasons why an institution might wish to consider an optimal satisfying and consensus building (OSCB) approach to planning and implementing a cooperative education program. (Using such an approach, consensus could be reached on the central institutional objective while reasonably satisfying special interest objectives of individuals and groups—objectives not directly conducive to optimizing that central objective.) Other sections discuss the philosophical approaches toward OSCB, the various communication and decision processes that an institution can undertake in order to develop OSCB, and six organizational structural vehicles for OSCB. (YL6)

ED 199 516 CE 028 342

White, Carol R. Pollack, Steve

Handbook of Employment Skills for Displaced Homemakers.

Chicago City Colleges, Ill. Chicago City-Wide Inst. Spons Agency—Illinois State Board of Education, Springfield.

Pub Date—Nov 80

Note—53p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Displaced Homemakers, *Employment Qualifications, Employment Services, Equal Opportunities (Jobs), Females, *Job Application, *Job Search Methods, *Job Skills, Reentry Workers, *Transfer of Training

Identifiers—Illinois

This guidebook is designed to aid former homemakers to assess their skills and realize the transferability of them to the present day job market. It gives practical tips for all aspects of getting and holding a job, including the following: sources of employment; resumes; employer contact; application forms; employment tests; job interviews; rejection-hiring success; job survival, advancement, and termination; and equal employment rights. Forms likely to be encountered during the job quest are explained, and a checklist for interviews is included. (KC)

ED 199 517 CE 028 346

Dunn, James A.

Developing Student Profiles. ISSOE: Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Pub Date—[80]

Grant—79-3A-891-GS; 79-3C-889-GS; 80-3A-1114-GS

Note—25p.; For related documents see CE 028 346-350, CE 028 378, CE 028 435, ED 164 847, ED 167 589, ED 170 506, ED 170 513, ED 179 700, ED 179 785, ED 181 171, ED 181 241, ED 194 746-748. Several pages may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Records, Career Awareness, Career Choice, Competency Based Education, *Data Collection, Educational Research, Individualized Instruction, Information Dissemination, Instructional Materials, *Outcomes of

Education, *Profiles, Secondary Education, *Student Evaluation, *Student Records, *Vocational Education

Identifiers—*Instructional Support System Occupational Educ

The Instructional Support System for Occupational Education (ISSOE) project, conducted in New York, focused on (1) review of individualized education systems, (2) selection of appropriate occupational clusters, and (3) development and field testing of a system and materials. A product of the Managing Student Progress series of the ISSOE program, this guide defines and explains one of the components for managing student progress—the ISSOE profiles, for reporting student progress. It discusses the options for developing profiles which describe the technical and non-technical outcomes from an occupational training program. The guide is designed primarily to assist teachers in the completion of record of achievement/occupational preparation profiles and class progress charts. It also discusses the value of the ISSOE employability profile to its users. (KC)

ED 199 518 CE 028 347

Dunn, James A.

Planning Student Progress. ISSOE: Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Pub Date—[80]

Grant—79-3A-891-GS; 79-3C-889-GS; 80-3A-1114-GS

Note—49p.; For related documents see CE 028 346.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Career Choice, Competency Based Education, Definitions, Educational Research, Educational Theories, *Individualized Instruction, Literature Reviews, *Program Descriptions, *Program Development, Secondary Education, *Vocational Education

Identifiers—*Instructional Support System Occupational Educ

The Instructional Support System for Occupational Education (ISSOE) project, conducted in New York, focused on (1) review of individualized education systems, (2) selection of appropriate occupational clusters, and (3) development and field testing of a system and materials. A product of the Managing Student Progress series of the ISSOE program, this booklet aims to provide the occupational educator with a background in both theory and practice for individualizing instruction. The booklet broadly surveys five areas related to individualized education. First, current definitions of individualized education are reviewed. Second, some of the advantages of an individualized program are outlined. Then, some of the theoretical approaches to individualized instruction and individualized programs are detailed. This section is followed by a description of five individualized programs which are currently in use (Project PLAN—Program for Learning in Accordance with Needs; PLATO—Programmed Logic IGE—Individually Guided IGE—Individually Guided Education; IPI—Individually Prescribed Instruction; and LAP—Learning Activity Package). The fifth section examines the adaptation of competency-based occupational education materials to an individualized format. (KC)

ED 199 519 CE 028 348

Dunn, James A.

Reporting Student Progress. ISSOE: Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Pub Date—[80]

Grant—79-3A-891-GS; 79-3C-889-GS; 80-3A-1114-GS

Note—22p.; For related documents see CE 028 435.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Records, Career Awareness, Career Choice, Competency Based Education, *Data Collection, Educational Research,

*Individualized Instruction, Secondary Education, Student Behavior, *Student Evaluation, Student Improvement, *Student Records, *Vocational Education

Identifiers—*Instructional Support System Occupational Educ

The Instructional Support System for Occupational Education (ISSOE) project, conducted in New York, focused on (1) review of individualized education systems, (2) selection of appropriate occupational clusters, and (3) development and field testing of a system and materials. A product of the Managing Student Progress series of the ISSOE program, this handbook shows the options available for reporting student progress in occupational education programs, so that local educational agencies can select the option that will best fit their needs. It contains the optional data-collection forms for annotated individual education plans for each student and a class progress chart, and explains how to use them. This user's guide also explains schedules, processing and correction procedures for data collection, and includes a section explaining what to do if problems develop in reporting student progress. (KC)

ED 199 520 CE 028 349

Dunn, James A.

Student Decision-Making. ISSOE: Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Pub Date—[80]

Grant—79-3A-891-GS; 79-3C-889-GS; 80-3A-1114-GS

Note—35p.; For related documents see CE 028 346.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aptitude Tests, Career Awareness, *Career Choice, Career Guidance, Competency Based Education, Decision Making, *Decision Making Skills, Educational Research, Individualized Instruction, *Instructional Materials, Interest Inventories, *Models, Secondary Education, Student Evaluation, Students, *Vocational Education

Identifiers—*Instructional Support System Occupational Educ

The Instructional Support System for Occupational Education (ISSOE) project, conducted in New York, focused on (1) review of individualized education systems, (2) selection of appropriate occupational clusters, and (3) development and field testing of a system and materials. A product of the Managing Student Progress series of the ISSOE program, this booklet was designed to assist educators in helping students formulate goals and plans related to career and occupational decision making. The booklet explains where decision making fits into an occupational education program, and identifies and clarifies the ISSOE educator's role in career guidance. The booklet contains three sections. The first section outlines three basic models of the decision-making process and provides the reader with a philosophical foundation upon which decision making rests. The second section explains briefly five different types of supplementary teaching materials or programs which may be used to assist students in improving their decision-making skills. The third section compares nine commonly used paper-and-pencil instruments to measure interests, skills, and abilities. These instruments may assist both the student and the teacher/counselor in selecting areas of study which will meet the student's needs. By applying some of the programs and tests contained in the latter two sections, it is hoped that students will be better able to make career and occupational decisions. (KC)

ED 199 521 CE 028 350

Dunn, James A.

Systems Overview. ISSOE: Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Pub Date—[80]

Grant—79-3A-891-GS; 79-3C-889-GS; 80-3A-1114-GS

Note—27p.; For related documents see CE 028

346.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Career Choice, *Competency Based Education, Educational Research, *Individualized Instruction, Information Dissemination, Instructional Materials, *Instructional Systems, *Management Systems, Program Administration, Program Descriptions, Program Development, Program Implementation, Secondary Education, Student Evaluation, *Systems Approach, *Vocational Education

Identifiers—*Instructional Support System Occupational Educ

The Instructional Support System for Occupational Education (ISSOE) project, conducted in New York, focused on (1) review of individualized education systems, (2) selection of appropriate occupational clusters, and (3) development and field testing of a system and materials. A product of the Managing Student Progress series of the ISSOE program this booklet provides an overview of the ISSOE system designed to assist occupational education teachers and administrators with implementation and development of a competency-based occupational education program within their school. This user's guide contains four main sections. An overview of the entire ISSOE system is given first, and then the conceptual basis upon which ISSOE was designed, its goals and functions, are explained. This is followed by a description of the system for the management of student progress. Third, information relation to ISSOE dissemination and implementation is offered. Finally, a section on management information is provided, containing information on student and classroom information management, program management, and computer support options. (KC)

ED 199 522 CE 028 356

Gray, G. Susan

Guidebook for Vocational Education for the Handicapped. Revised.

New York State Education Dept., Albany, Office of Occupational and Continuing Education.

Pub Date—28 Oct 80

Note—87p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Disabilities, *Educational Legislation, Federal Legislation, *Handicap Identification, Hearing Impairments, Laws, Mental Retardation, Physical Disabilities, Program Descriptions, Program Guides, Public Policy, *Rural Areas, Secondary Education, State Legislation, Students, Visual Impairments, *Vocational Education

Identifiers—Education for All Handicapped Children Act, New York, Office of Civil Rights Voc Educ Program Guidelines, Rehabilitation Act 1973 (Section 504), Vocational Education Amendments 1976

This guidebook is intended to provide resource information needed to develop comprehensive vocational education for handicapped students in rural areas as well as to synthesize suggestions from successful experiences in special vocational education programs currently in existence. The guidebook provides information on the following laws and regulations: Public Law 93-112, Rehabilitation Act of 1973 (Section 504); Public Law 94-482, Vocational Education Act of 1976; Office of Civil Rights Vocational Education Program Guidelines; Public Law 94-142, Education for All Handicapped Children Act; and New York State handicapped information; and a summary of laws about vocational education of handicapped children. The guide also includes information on referral and identification of the handicapped, assessment/evaluation, and special vocational education programming information. (KC)

ED 199 523 CE 028 362

Effective Programming for Youth: The Education/-Work Connection.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Pub Date—Mar 81

Note—328p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Adolescents, *Education Work Relationship, Job Placement, Job Training, Program Descriptions, *Program Effectiveness, Program Implementation, *Vocational Education, Youth, *Youth Employment, *Youth Programs

Designed to serve as a resource to persons who work with youth and who plan activities to improve the education/work connection, this report identifies existing programs and activities that address the education-to-work connection and work to improve youth employment. It consists of three sections. The first section contains an overview of youth employment with implications for vocational education. The second section (the bulk of the report) consists of program/activity report forms describing 274 youth employment programs in the fifty states, Guam, and Puerto Rico. Each program report form contains the following information: program/activity title, operating agency/institution, contact person, number served by the project, program activity description, appropriate descriptors of the program/activity, and evaluation/indicators of success. Reports are arranged alphabetically by state. A brief section on methodology, a program index by state and title, and an index by descriptors are also provided. The third section contains thirty-nine additional references which address the problem of youth employment. (MN)

ED 199 524 CE 028 366

Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980.

Planning Associates, Merced, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date—30 Jun 80

Note—47p.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Annotated Bibliographies, *Change Strategies, Educational Finance, Educational Planning, Financial Support, Needs Assessment, *Program Administration, Program Costs, *Program Improvement, Rural Areas, *Rural Schools, *School Districts, *Vocational Education

Identifiers—California

A project designed to improve rural vocational education in California accomplished a comprehensive needs assessment conducted with representatives of rural community college vocational programs, combining input from secondary programs and special interest groups concerned with women and minorities, and developed strategies for strengthening rural vocational programs for each area of need. Following a literature search and review and identification of the target group, staff from eighteen rural community colleges and California State University held eleven meetings to identify needs specific to rural vocational education. Additional meetings with special interest groups, legislators, educators, and state officials were held. Data from the meetings and a pilot-tested needs assessment were compiled and used as a basis for a convocation attended by rural vocational deans. At this meeting final strategies were formulated in response to the data. In all, twenty-nine needs areas were identified, ranked by priority, and aggregated into twelve major issues. These included vocational education finance, excessive cost programs, staff overextension, increasing educational alternatives, anti-rural bias, grantsmanship, guidance and counseling, upgrading professional skills, involvement in the decision-making process, and serving new types of students. Change strategies were developed for each area. (Annotated references and survey results are appended.) (MN)

ED 199 525 CE 028 368

Munz, Larry M. Smith, Arthur W., Jr.

Health Careers Curriculum Modules.

San Bernardino County Superintendent of Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—148p.; Not available in paper copy due to small, broken print throughout.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advisory Committees, *Educational Facilities, *Educational Planning, Facilities, Guidelines, *Health Occupations, Higher Education, Instructional Materials, Learning Modules, Meetings, Organizations (Groups), Planning, Professional Continuing Education, *Staff Utilization, *Teacher Education

These two learning modules are designed to assist both new and experienced instructors and/or administrators in obtaining maximum value from the input of advisory committees. The first module consists of seven sections devoted to the formation and utilization of advisory committees. Topics covered in it are the role of the advisory committee, selecting committee members, appointing the committee (process), preparing for the meeting (mechanics), topics for discussion, suggestions for a successful meeting, and follow-up. The second module, which covers using community facilities, contains sections on locating new facilities and solving scheduling conflicts among facility operators and educators. Twenty appendices (the bulk of the document) include such items as descriptions from "The Directory of Occupational Titles"; job descriptions for hospitals; allied health professional associations; California state employment projections for 1980-1985; an advisory committee agenda format; checklists for policies and procedures governing committees, appointing and organizing advisory committees, and working with advisory committees; an affiliation agreement; a location and facility use matrix; a facilities scheduling sheet; a committee minutes outline format; and a glossary of terms, health care abbreviations, and trade acronyms. (MN)

ED 199 526 CE 028 373

Maxwell, G. W. O'Hare, Judith Knight

New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.

California State Dept. of Education, Sacramento. Bureau of Business Education: San Jose State Univ., Calif.

Pub Date—Jun 79

Note—120p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Automation, Clerical Occupations, Demand Occupations, *Distributive Education, Employment Opportunities, Employment Patterns, *Employment Projections, Labor Market, *Labor Needs, Occupational Surveys, *Office Occupations Education, Trend Analysis

Identifiers—California, *Emerging Occupations

A study was conducted to identify new and emerging entry-level office and distributive occupations and analyze their effect on the business education curriculum. Two methods of gathering data were used in the study. First, data were gathered from interviews of forty-seven office firms, twelve individuals who were informed regarding office occupations, twelve distributive firms, and four individuals who were informed regarding distributive occupations. Secondly, information was gathered from a meeting of business people and business educators. Among the findings reported from the interviews was that new technology in the office is relieving some of the routine clerical work, as well as demanding new skills, knowledge, and capabilities. Word processing skills were not in high demand because not all of the companies interviewed were making use of word processing equipment. Contrary to what some people have predicted about automation causing unemployment, most of the companies using automated equipment have found that automation did not reduce the number of clerical employees, and in some cases, resulted in an increase of clerical help. (The interview questions are appended.) (LRA)

ED 199 527 CE 028 378

ISSOE: Managing Student Progress. Field Test.

Phase 1, Final Report.

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Pub Date—Dec 80

Grant—80-3A-1114-GS

Note—90p.; For related documents see CE 028 346.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Competency Based Education, Educational Research, *Field Tests, Individualized Instruction, *Management Information Systems, Program Development, *Program Effectiveness, Program Evaluation, Secondary Education, *Systems Approach, *Vocational Education Identifiers—Instructional Support System Occupational Educ

During the last five years, the Instructional Support System for Occupational Education (ISSOE) in New York State has grown to involve approximately 3,000 teachers in development activities. To manage this system, a management information system was set up to develop reports on student progress, student decision making, and planning for student programs. Guides for teachers and administrators were prepared for each of these areas, as well as a guide providing an overall view of the system. A field test was conducted for six months in order to see how well the various components of the system were functioning. The majority of the field test was evaluated by descriptive comments and talks with teachers and administrators in the field. In addition, student questionnaires were administered. In general, results of the field test showed that the system was working well, and all who were involved with it felt that it was a positive effort. Five recommendations, mostly having to do with expanding capabilities of assessment through computerization, were made. (KC)

ED 199 528

CE 028 379

Outcomes of Occupational Education. Phase I Report.

Association of Vocational Education Administrators: Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Report No.—COIE-80-5

Pub Date—[80]

Grant—79-3A-853GS

Note—55p; Appendix A will not reproduce well due to small print. For a related document see CE 028 380.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Attitudes, *Affective Behavior, Attitude Measures, *Educational Benefits, Interpersonal Competence, Interviews, Literature Reviews, *Outcomes of Education, Parent Attitudes, Secondary Education, *Student Attitudes, Student Development, Surveys, Teacher Attitudes, *Vocational Education

The goal of Phase I of an Association of Vocational Education Administrators/Cornell Institute for Occupational Education study was to identify a set of social outcomes of occupational education. To identify them, project staff interviewed new, continuing, and former students of occupational education about the benefits of their occupational courses. Others involved in occupational education—parents, teachers, and directors—also identified changes they had observed in occupational students. The research resulted in hypotheses about improvement in students' attitudes toward school, self-confidence, ability to handle stress, appreciation of evaluation, ability to form cooperative relationships, awareness of the effect of their behavior on others, and knowledge for making career decisions. A review of research on attitudinal measurement and outcomes of occupational education was conducted simultaneously. Staff identified instruments and item formats for use in selecting or developing measures for Phase II. The review also guided interviewing of students by suggesting variables or experiences to probe. A research plan for Phase II was outlined emphasizing survey and interview methods. Specific recommendations were made to go forward with instrument development, site selection, and on-site pilot testing. (Appendixes include Career Commentary, Volume XIII; interview cue sheets; and list of relevant instruments identified in the literature review.) (YLB)

ED 199 529

CE 028 380

Outcomes of Occupational Education. Phase II Report.

Association of Vocational Education Administrators: Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education; New York State Education Dept., Albany. Bureau of Occupational Education Research.

Spons Agency—New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Report No.—CIOE-80-10

Pub Date—[80]

Grant—80-3A-169GS

Note—122p; Some appendixes will not reproduce well due to small print. For a related document see CE 028 379.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Affective Behavior, *Attitude Measures, Data Analysis, Interviews, *Material Development, *Outcomes of Education, Secondary Education, *Student Attitudes, Student Development, Surveys, *Vocational Education

Phase II of an Association of Vocational Education Administrators/Cornell Institute for Occupational Education study developed instruments and procedures for measuring selected social outcomes of occupational education and pilot tested them in a limited sample of sites statewide. Pencil-and-paper survey instruments were developed, pre-piloted, piloted, and analyzed. A second generation pool of survey questions was then generated for further pilot testing early in Phase III. The Statistical Package for the Social Sciences was used throughout the data analysis. Initial data analysis included determining frequency distributions and such summary statistics as means and standard deviations. Ten demographic variables were used to cross-tabulate all item responses, while three additional variables were used to cross-tabulate the responses of occupational students only. Student interviews were also conducted with students who were surveyed and some who were not. Purposes of the interview were (1) monitor of survey relevance, (2) parallel measurement, and (3) interpretation of survey results (development of qualitative information). The instruments developed were found to be sensitive to differences in students' educational programs and backgrounds. (Appendixes, amounting to one-third of the report, include the survey instrument, interview guides, models for scoring some questions, and factor scores for statistically significant demographic variables.) (YLB)

ED 199 530

CE 028 381

Plugman, Bert And Others

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80).

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education; New York State Education Dept. Albany, Grants Administration Unit.

Report No.—CASE-23-80

Pub Date—Aug 80

Grant—VEA-80-3C-162-HPS

Note—61p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, College Students, Community Colleges, Curriculum Development, *Disabilities, *Employment Potential, *Instructional Materials, *Interpersonal Competence, *Material Development, *Skill Development, Staff Development, Student Needs, Student Personnel Workers, Two Year Colleges

This report contains a narrative description of a project to produce a manual for use by student personnel staff to enhance the employment-related interpersonal skills of handicapped community college students. The first two sections overview the project and discuss the need for the project as reflected in the research, literature, and a project-conducted review of interpersonal skills training systems. In the third section the project design is considered. Focus is on activities leading to assembly of a draft of the training manual which was organized around four elements—micro skills, complex interactions, work related encounters, and critical situations. The fourth section briefly outlines evaluation of the manual through expert review and tryouts. Appendix materials, amounting to approximately one-half of the report, include (1)

A Summary of Representative Interpersonal Skill Systems; (2) critical situation survey materials; (3) table of contents of the draft manual (15 chapters), including this information: major themes and issues in the chapter; work, school, and socially related; and disability related; and (4) expert reader review forms. (Project-developed materials are appended.) (YLB)

ED 199 531

CE 028 383

Tanimura, Clinton T.

Job Sharing Pilot Project in the Department of Education: Final Evaluation. A Report to the Legislature of the State of Hawaii, No. 81-10.

Hawaii State Legislature, Honolulu. Senate.

Pub Date—Mar 81

Note—62p; Tables, footnotes, and some textual information will not reproduce well due to small print. For a related document see CE 027 952.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Demonstration Programs, Elementary Secondary Education, Employment Practices, *Feasibility Studies, *Partnership Teachers, Part Time Employment, *Program Costs, *Program Effectiveness, Teachers

Identifiers—Hawaii, *Job Sharing

Evaluation of a three-year pilot project in the Hawaii Department of Education focused on the extent to which it demonstrated the feasibility of job sharing as an employment alternative for classroom teachers. It also assessed project effectiveness, examined costs incurred by the project, and analyzed job sharing as a permanent employment option and issues relating to job sharing. The project was found to be effective in achieving objectives of the job sharing program. These were to offer an alternative employment option, to provide more employment opportunities for unemployed teachers, to create more stimulating environments for tenured teachers, and to provide additional educational stimulus for students. Examination of the total costs of the pilot project showed that savings in direct operating costs continued to accrue to the state. Administrative costs continued to be minimal, while the main cost savings consideration were the lower earnings of the new hires as compared to tenured teachers. Considerations in establishing job sharing as a permanent employment option were determined, including eligibility restrictions, collective bargaining considerations, effect on retirement benefits, teaching conditions and requirements, and recruitment of new hires. (YLB)

ED 199 532

CE 028 386

Hearing on the Rehabilitation, Education, and Training Programs Administered by the Veterans' Administration—Nashville, Tenn. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs, House of Representatives, Ninety-Sixth Congress, Second Session (September 26, 1980).

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date—81

Note—185p; Not available in paper copy due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes, Adult Education, Cost Effectiveness, Educational Legislation, *Federal Aid, Federal Legislation, Federal Programs, Program Administration, Program Costs, *Program Effectiveness, Rehabilitation Programs, *Student Financial Aid, Training, *Veterans, *Veterans Education, *Vocational Rehabilitation

Identifiers—G 1 Bill, Post Vietnam Era Veterans Educational Assistance, Tennessee (Nashville), United States, Veterans Administration

These Congressional hearings contain testimony given in Nashville, Tennessee, concerning the administration, execution, and effectiveness of four rehabilitation, education, and training programs relating to veterans and their dependents that are administered by the Veterans' Administration. Programs reviewed are Vocational Rehabilitation; the G.I. Bill, the Dependent's Education Program, and Post-Vietnam Era Veteran's Education Assistance. Focus is on how these programs are working at the local level in the Nashville, Tennessee, area and program problems as viewed at the grass roots level. Particular emphasis is placed on the problems of educational overpayments, payments of benefits to

persons who do not qualify for them, and difficulties in collecting overpayments from veterans. Testimony provided by twenty-four individuals is included. These individuals include officials at the federal, state, county, and local levels who participate in the administration of veteran's rehabilitation, education, and training programs and representatives of local veteran's organizations, educational institutions, and groups. Organizations represented include the American Legion, the Veterans' Administration, the Veterans of Foreign Wars, the Disabled American Veterans, the Marine Corps League, Tennessee State University, and Aquinas Junior College. (MN)

ED 199 533 CE 028 389
Material Processing Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education K-12.

Wisconsin State Dept. of Public Instruction, Madison, Div. of Instructional Services.

Report No.—WSDPI-Bull-1196
 Pub Date—[80]

Note—353p.

Pub Type—Guides—Classroom—Teacher (052)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Audiovisual Aids, Citations (References), Course Content, Curriculum Development, Elementary Secondary Education, Instructional Materials, *Learning Activities, Lesson Plans, *Production Techniques, *Resource Materials, Resource Units, State Curriculum Guides, *Trade and Industrial Education Identifiers—*Wisconsin Guide Curriculum Improvement Indust Educ

This handbook is intended to aid industrial educators in developing material processing activities for their programs; it is especially designed to aid educators in implementing "The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12." The guide provides suggested outlines and models that could be used to structure a content area in materials and processes. Included are examples of lessons, written activities, processing activities, and group production activities. All activities are for the purpose of reinforcing instructional areas within the content outline and can be used in whole or in part or as a basis for further development. Also included are references, film lists, and a bibliography of text book suppliers, instructional resource suppliers, and film and film-strip sources. (KC)

ED 199 534 CE 028 390
Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—WSDPI-Bull-1236

Pub Date—[80]

Note—114p. Some pages will not reproduce well due to small print.

Pub Type—Guides—Classroom—Teacher (052)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attitude Measures, *Attitudes, *Curriculum Development, *Educational Strategies, Elementary Secondary Education, *Industrial Arts, *Industrial Education, Learning Activities, Material Development, Resources, Teacher Developed Materials, Values, *Values Clarification, *Values Education

Designed as a resource for implementing the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12, this handbook is intended to aid industrial educators in developing and incorporating values and attitudes in their programs. The first section presents a values rationale to provide a set of ideas to use in developing a statement for local use. The next section contains a variety of activities and strategies for examining and clarifying values, attitudes, and feelings in industrial education. First, some commonly used strategies for values and attitudes activities are summarized. Then a list of value and conflict problems is suggested for several traditional industrial arts concentrations to which the strategies may be adapted. Finally, some activities are provided which represent the strategies described, including value sheets, values continuum, rank ordering, values voting, role playing, questionnaire making and taking (attitude inventories), goal sheets, alternatives search, unfinished sentences, self/peer-evaluation, and simulation. Activities may be used as is, adapted by teacher, or

used as models. The final section of the handbook includes listings of resources such as articles, resources, films, duplicating masters, kits, and tape programs. (YLB)

ED 199 535 CE 028 391
Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised.

Wisconsin Association of Vocational Agriculture Instructors, Madison.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison.

Report No.—WVAI-Bull-1272

Pub Date—81

Note—201p.; For a related document see ED 170 527.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Occupations, Agricultural Production, Career Education, *Curriculum Design, Learning Activities, *Program Development, Program Evaluation, Secondary Education, Teaching Methods, *Vocational Education Identifiers—*Wisconsin

This guide is designed to aid the development of vocational education programs in agriculture in local school districts. Major program objectives, conditions conducive to learning, program evaluation, suggestions for using the guide, curriculum models, and Wisconsin's philosophy and procedures in developing occupational experience programs in vocational agriculture are discussed in the introduction. Over sixty vocational agriculture instructional units are described including agribusiness accounting, animal nutrition, choosing a career, conservation, farm management, floriculture, landscaping, meat processing, pollution, supervised occupational experience programs and records, and tobacco production. Each unit description contains the following elements: performance objectives, concepts to develop, subject matter to teach, motivation, learning activities, and materials needed. A directory of publishers of vocational agriculture instructional materials is appended. (LRA)

ED 199 536 CE 028 394
Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research.

Radcliffe Coll., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—[80]

Note—39p. Some pages will not reproduce well due to light, broken print.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Career Choice, *Career Development, Career Education, *College Environment, Colleges, *College Students, *Females, Higher Education, Influences, *Institutional Characteristics, *Student College Relationship, Tables (Data), Universities Identifiers—New England

This report summarizes findings and implications of a research project to explore ways educational institutions influence career development in women undergraduates. A three-page narrative first briefly describes collection of data between 1973 and 1975 from more than 1000 male and female freshmen and seniors at six coeducational New England colleges and universities. These findings are summarized: career development in college women may be affected by school characteristics; there are sex differences in the way certain college campus characteristics are perceived; there are significant relationships between how women students perceive their institutions and what they do there; important pre-college predictors of women's later career choices include type of high school attended and supportiveness of high school environment; and women students' career development appears importantly related to how encouraging they find their college environment to be. Six policy implications are also presented which are based on findings and input from participants at the Career Development for Undergraduate Women Conference, where the findings were presented and discussed. Thirteen statistical tables with data from the project are then provided.

Conference materials and materials for six workshops held conclude the report. (YLB)

ED 199 537 CE 028 395
Hall, Eugene R. Hughes, Herschel, Jr.

Structured Interview Methodology for Collecting Training Feedback Information.

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Report No.—TAEG-R-92

Pub Date—Dec 80

Note—107p.

Pub Type—Guides—Non-Classroom (055)—Reports—Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Continuing Education, *Curriculum Evaluation, Data Collection, Evaluation Methods, *Feasibility Studies, *Feedback, Guidelines, *Interviews, Military Personnel, *Military Training

Identifiers—Naval Education and Training Command

This report summarizes a study to assess the feasibility and desirability of obtaining training feedback information from petty officers attending advanced schools within the Naval Education and Training Command. Section 1 is an introduction. Section 2 presents the technical approach used in the study program, including clarification of issues involved, descriptions of data collection instruments and procedures and techniques used for data reduction and analysis, and description of procedures to evaluate the structured interview method. In section 3 findings of the program are summarized. These include that the training feedback was valid, the structured interview method yields valuable data for curriculum review, and no evidence indicated that use of the method was undesirable due to inconvenience or disruption. Section 4 outlines conclusions and recommendations. Appendixes and attachments, amounting to over one-half of the report, include (1) guidelines for use of the structured interview feedback collection program in other training appraisal efforts, (2) an interview kit (samples of recommended forms), (3) a publication on guidance for conducting training appraisal interviews, and (4) an experimental agenda for determining how to solve training problems. (YLB)

ED 199 538 CE 028 418

Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups. Final Report, May 15, 1978-September 30, 1979.

Florida State Univ., Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee, Div. of Vocational Education.

Pub Date—79

Note—153p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Data Analysis, Data Collection, Educational Research, *Models, *Needs Assessment, Questionnaires, Research Methodology, Secondary Education, *Sex Bias, *Sex Stereotypes, *Vocational Education Identifiers—Florida

A project was conducted to develop and field test a practical model, usable by vocational educators, which would assess the extent to which sex bias and sex stereotyping exist in Florida's vocational education programs. The needs assessment model development phase of this study, accomplished through literature reviews, resulted in the development of a needs assessment model consisting of seven procedural steps. The model provides flexibility for the assessment of many varied vocational education needs. The field test was conducted through distribution of a survey instrument developed and validated using methods described in the model. A panel of experts was used to validate survey instrument goal statements identified as being areas in which sex bias and sex stereotyping might be found within vocational education. The instrument was designed specifically for vocational instructional personnel. The sample was drawn from area vocational-technical centers in Florida. The study has provided a flexible needs assessment model, a survey questionnaire designed for instructional personnel, and data tabulation and treatment methods usable in needs assessment. (Author/KC)

ED 199 539 CE 028 432

Hietala, David A.

Production Scheduling for Rehabilitation Workshops.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date—Dec 80

Note—28p.

Available from—Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 (\$2.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Mental Health Programs, *Mental Retardation, *Production Techniques, *Rehabilitation Programs, *Scheduling, *Sheltered Workshops, Vocational Rehabilitation

This publication examines production scheduling procedures for sheltered workshops. The manual includes three major sections: (1) the importance and benefits of production scheduling; (2) how to information on performing basic scheduling in the workshop; and (3) answers to the question, What makes production scheduling work? The scheduling procedure presented in this manual has been designed to meet workshop requirements for a production schedule that takes client performance levels, varying work hours, and other factors into account. The guide has two practitioner-oriented goals: to enhance the user's understanding of production scheduling, and to provide the user with basic methods for performing production scheduling in the sheltered workshop. Sample production schedules are included. (KC)

ED 199 540 CE 028 435

Abramson, Theodore Banchick, Gail

Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review.

City Univ. of New York, N.Y. Center for Advanced Study in Education; New York State Education Dept., Albany, Div. of Occupational Education Instruction.

Report No.—CASE-1-79

Pub Date—Feb 79

Grant—VEA-78-3C-878

Note—47p.; For related documents see CE 028 346.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competence, Competency Based Education, Criterion Referenced Tests, Individualized Instruction, Learning Processes, *Learning Theories, Program Implementation, Secondary Education, *Student Evaluation, Test Format, *Testing, *Test Theory, Transfer of Training, *Vocational Education

Identifiers—Gagne's Taxonomy, *Instructional Support System Occupational Educ., *Learning Hierarchies, Scandura (J M)

The Instructional Support System for Occupational Education (ISSOE), developed in New York during the past five years, consists of a student-outcome-oriented curriculum that is locally developed and implemented by teachers. The teachers who have been using the ISSOE materials have indicated some difficulty in implementing the system because of the great number of tests which they are called upon to administer to the students in their classes. In order to lighten this burden an attempt was made to identify generic competencies and skills which subsume many other prerequisite skills and knowledges and, if existent, determine how to identify them and test for them. A review of the literature in the area of hierarchical learning structures and their relationship to testing of student competencies in occupational education suggests some relevance of these theories and measurements to courses in vocational education. In particular, the work of Gagne and of Scandura point to the usefulness of some sort of hierarchical learning structure in various content structures. Gagne's research is appealing because it provides distinct procedures for identifying and validating a learning hierarchy in a subject area. On a practical level, however, this model is extremely difficult to implement because a teacher would be expected to assess each student on each skill of the hierarchy. On the other hand, Scandura's structural learning theory states that there are underlying competencies which subsume many of the prerequisite and superordinate skills, providing

for a manageable criterion-referenced testing system. An ideal system would combine the two approaches. (KC)

ED 199 541 CE 028 445

Anderson, Jean Hull, William H.

Can Research Help Mentally Handicapped Learners Explore Careers?

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Jan 81

Note—30p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, *Career Education, *Career Exploration, Career Guidance, Educational Research, Emotional Disturbances, *Instructional Materials, Intermediate Grades, Junior High Schools, Learning Disabilities, Mental Retardation, *Mild Mental Retardation, Occupational Information, Outcomes of Education, *Program Effectiveness, Program Evaluation, *Research Utilization, Resource Materials, School Districts, Students, Vocational Education Identifiers—Alliance for Career and Vocational Education, Milwaukee Public Schools WI, National Center for Research Vocational Education

The Alliance for Career and Vocational Education is a consortium of school districts that was formed by the National Center for Research in Vocational Education so participating districts could pool resources and address common needs in career and vocational education. Through the Alliance, career exploration, awareness, and planning materials were developed for use at the elementary, junior high, and high school levels. Some of these materials have been adapted by the Alliance for use with educable mentally handicapped and bilingual students. A study was conducted in the Milwaukee (Wisconsin) Public School System to determine the effect of the use of these materials with approximately 560 exceptional students (mentally handicapped, emotionally impaired, and learning disabled) in junior high/middle schools. Based on in-depth interviews with twenty individuals representing administrators, teachers, and exceptional education students, nine primary effects on involvement in the Alliance and use of the materials were identified. Also, administrators at the Milwaukee site reported the Alliance materials to be a valuable core career education package, and the special edition for mentally handicapped students was valuable as a core exceptional education career education program. The investigation concluded that the use of Alliance materials served as a springboard for more extensive career education programs, helped initiate a career education program for exceptional education students, enhanced credibility of the programs and ability to secure local funds, increased the knowledge of career options and related skills for both teachers and students, and stimulated district and classroom innovation. (KC)

ED 199 542 CE 028 446

Modisette, Laura J. Bonnet, Deborah G.

Can Research Improve Career Guidance Programs in Rural Schools?

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Jan 81

Note—28p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Education, *Career Guidance, Educational Research, Elementary Secondary Education, *Guides, Instructional Materials, *Program Effectiveness, Program Implementation, *Research Utilization, *Rural Schools, Small Schools

Identifiers—Cashmere School District WA, National Center for Research Vocational Education, *Rural America Guidance Series

The "Rural America Guidance Series" of the National Center for Research in Vocational Education is a set of sixteen handbooks designed to help rural and small schools plan, develop, implement, and evaluate a career guidance and counseling program for grades K-14. It has been widely adopted by state departments, intermediate service agencies, and school districts across the country. The use and effects of the Series was studied in depth in the school district of Cashmere, Washington, (involving approximately 1,000 students) in December, 1979. Although Cashmere used only four of the sixteen

handbooks of the Series, those that were used were key to planning the career guidance program. The handbooks provided a way to assess the career guidance needs of 250 students, to assess staff needs, and to establish a goal-setting process for the career guidance program. It was found during three days of in-depth interviews with twenty-five administrators, teachers, counselors and guidance coordinators, students, and parents that the "Rural America Series" had seven primary effects on Cashmere's career guidance program. In general, the users of "Rural America" recommended the Series for its completeness, general applicability, high quality, and its valuable use as an organizational tool. They also cited its compartmentalized organization and its ability to promote confidence in its users. As drawbacks, users specified the large amount of material, its poor readability, the intensiveness of the training, and the Series' bulky packaging. Four recommendations for the National Center and two recommendations for the users of the materials were made at the conclusion of the study. (KC)

ED 199 543 CE 028 447

Adams, Kay A. And Others

Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Jan 81

Note—66p.; For related documents see ED 142 713-715, ED 149 059-120, ED 149 151-158, ED 149 172-175, ED 153 056-065, and ED 154 209-218.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Competency Based Education, *Competency Based Teacher Education, Curriculum Evaluation, *Curriculum Research, Higher Education, Information Dissemination, *Outcomes of Education, *Program Effectiveness, Secondary Education, *Teacher Education Curriculum, Vocational Education, *Vocational Education Teachers

Identifiers—*National Center for Research Vocational Education, Temple University PA, University of Central Florida

The Performance-Based Teacher Education (PBTE) curriculum developed by the National Center for Research in Vocational Education has been widely adopted by colleges and universities training vocational education teachers. In order to determine whether PBTE works, two sites using PBTE—Temple University and the University of Central Florida—were studied in depth; results were verified through conducting telephone interviews and surveys covering seventy-one additional PBTE programs. Three levels of effects of PBTE were investigated: (1) effects on vocational teacher education programs; (2) effects on vocational teachers; and (3) effects on vocational education classroom and students, with the following results. It was found that PBTE has precipitated significant changes in many vocational teacher education programs, helped university vocational education departments survive crises of declining enrollment, and made teacher education more productive. There is evidence that PBTE is having long-term impact on improving the caliber of vocational education teachers, especially in the areas of instructional planning, organizing instruction, student reinforcement, individualizing instruction, and student evaluation. PBTE also has contributed to vocational education classrooms by increasing the use of competency-based techniques with students, and improving the performance of local school administrators in evaluating teachers. Overall, respondents gave PBTE very high marks. The few negative comments mostly were criticism of performance-based education in general rather than of PBTE itself. (KC)

ED 199 544 CE 028 450

An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers.

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date—Aug 79

Note—154p.

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adults, Advertising, *Audiovisual Aids, *Consumer Education, Consumer Protection, Credit (Finance), Decision Making Skills, *Disabilities, Disadvantaged, Economics Education, Educational Resources, Energy Conservation, Foods Instruction, Hearing Impairments, Instructional Films, Insurance, Investment, *Low Income Groups, Merchandise Information, *Money Management, Nutrition Instruction, *Older Adults, Program Development, Purchasing, Retirement, Taxes

This document is an annotated bibliography of audio-visual aids in the field of consumer education, intended especially for use among low-income, elderly, and handicapped consumers. It was developed to aid consumer education program planners in finding audio-visual resources to enhance their presentations. Materials listed include 293 resources with both audio and visual components, e.g., films, sound filmstrips, slide-tape shows, and video cassette programs. The bibliography is organized using the Consumer Education Resource Network's subject heading categories, and also includes an index, a section on items that were field tested, a program suggestion section, and names and addresses of producers of audio-visual resources. Subjects covered by the audio-visual materials listed include the consumer decision-making process (advertising, decision making); consumer resource management (budgeting, retirement planning, taxes, investments, insurance, buying skills, credit, and consumer goods and services); consumer interests (fraud, rights, and responsibilities); energy; and foods and nutrition. (KC)

ED 199 545 CE 028 476

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators.

InterAmerica Research Associates, Rosslyn, Va.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date—Feb 80

Contract—300-78-0575

Note—108p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Catalogs, *Clearinghouses, *Consumer Education, *Databases, *Educational Resources, Information Systems, Organizations (Groups), *Private Agencies, Program Descriptions, *Public Agencies, Resource Centers, Resources, School Districts, State Programs

This consumer education resource inventory contains information about the following resources available in the consumer education field: clearinghouses; data bases; resource centers; private organizations and associations; and federal, state, and local agencies and offices. Section 1 contains program descriptions of seven clearinghouses. Each description includes a brief introduction as well as information on the audience served by the clearinghouse, content and method of dissemination, cost of the service, contact person, and available services (such as technical assistance and training services). Section 2, which deals with data bases, consists of a brief preface (discussing data base use and accessibility and how to determine if a data base covers a desired subject area) and descriptions of twenty-six data bases. Topics in each description are the same as those covered in the section on clearinghouses. Section 3 contains similar descriptions of five resource centers. Program descriptions of twenty-one private organizations are provided in section 4. Section 5 presents descriptions of the operations of three types of state and local agency offices, and section 6 includes similar descriptions of two types of federal agencies and offices. (MN)

ED 199 546 CE 028 484

Brown, Marjorie M.

What Is Home Economics Education?

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Pub Date—80

Note—157p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Definitions, Educational History, *Educational Needs, *Educational Objectives, Educational Philosophy, Educational Practices,

Educational Principles, *Home Economics, *Home Economics Education, Intellectual Disciplines, Professional Occupations, School Role, Vocational Education

This paper is intended to clarify the nature of and justify home economics education. Part 1 contains an explanation of the approach to conceptualization of home economics followed in the remaining three parts of the report. Part 2 provides an initial categorization of home economics and of education as personal service professions. Topics discussed in this section are distinguishing between disciplines and professions and distinguishing between personal service and impersonal service professions. Part 3 focuses on home economics as a profession and as a field of study. It examines the historical conceptualization of home economics as a profession and a personal service profession, the presuppositions and theoretical considerations on which a conceptualization of home economics is based, problems or questions with which home economics deals, and the mission and subject matter of home economics. Part 4 is devoted to a conceptualization of home economics education which evolves from deliberations in earlier sections of the monograph. Topics covered in this final section include the concept of education, the aims of home economics, questions significant to home economics education, home economics education and social studies, and home economics and vocational education. (MN)

ED 199 547 CE 028 485

Parker, James C. And Others

Equity in Vocational Education Administration: A Handbook for Women.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Pub Date—Oct 80

Note—21p.; For a related document see CE 028 486.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Guides, Administrators, Change Strategies, *Educational Administration, Employment Opportunities, *Employment Potential, *Equal Opportunities (Jobs), *Females, Self Concept, *Sex Fairness, Sex Role, State Surveys, Teacher Attitudes, *Vocational Education

Identifiers—Illinois

This handbook is designed to assist women in and aspiring to vocational education administration in planning for entry into and success in vocational education administration. It consists of five sections. Section 1 describes the following barriers inhibiting the progress of women in administration: self-concept, career choice, career preparation, employment, and ambition. In section 2 self-motives, credentials, university choice, training, social network, and visibility are discussed in terms of supports aiding the progress of women in administration. Section 3 contains a literature summary and selected bibliography. Section 4 contains a synthesis of an Illinois state survey on models of and for women aspiring to and in vocational education administration. Topics covered include interpersonal and support factors, hiring practices, professional organization, communication, career commitment, salary, mobility, financial support, teamwork skills, and legislation. Section 5 presents recommendations for women aspiring to and advancing in administration. These requirements involve personal factors (planning for the future, role conflict, seeking identification); skill development (academic credentials, defining skills, documenting experiences, training programs, personal improvement, assessing transferable skills); and visibility. (A handbook for administrators and board of education members is available separately through ERIC—see note.) (MN)

ED 199 548 CE 028 486

Parker, James C. And Others

Equity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Pub Date—Oct 80

Note—17p.; For a related document see CE 028

485.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Guides, Administrators, *Boards of Education, Change Strategies, *Educational Administration, Employment Opportunities, *Equal Opportunities (Jobs), *Females, *Sex Fairness, Sex Role, *Vocational Education

This handbook is intended to assist public school administrators and members of boards of education to deal with changed perceptions of women in vocational education administration. It consists of five main sections. Section 1, which covers barriers inhibiting the progress of women in administration, addresses the following trends: self-concept, career choice, career preparation, employment, and ambition. Section 2 describes such supports aiding the progress of women in administration as self-motives, credentials, university choice, training, social networks, and visibility. Section 3 contains a brief summary of literature and a selected bibliography. Section 4 contains a discussion of factors affecting women seeking administrative positions. These are interpersonal factors, career aspirations, advancement opportunities, role conflict, administrative capabilities, mobility, experience, training, recruitment practices, hiring practices, and conclusions of an Illinois study on sex equity in vocational education. Section 5 presents recommendations to eliminate the underrepresentation of women in vocational education administration. Questions designed to identify discriminatory practices and suggestions to aid women seeking administrative positions are provided. (A handbook for women on equity in vocational education administration is available separately through ERIC—see note.) (MN)

ED 199 549 CE 028 487

Drier, Harry N.

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development.

Final Report, Volume I.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—711605075A

Pub Date—30 Jul 80

Contract—300-78-0581

Note—64p.; For a related document see CE 028 488.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, *Career Guidance, Competence, Competency Based Education, Compliance (Legal), *Counselor Training, Educational Legislation, *Federal Legislation, Guidance Personnel, *Guidance Programs, Information Dissemination, Inservice Education, Job Skills, Learning Modules, Material Development, Program Effectiveness, Program Evaluation, *Program Improvement, Staff Development, *State Legislation, Workshops

This report discusses a project to facilitate and enhance fulfillment of legislated authorities and requirements for meeting career guidance program needs. Chapter 1 lists its four aims: analyze pertinent federal and state legislative provisions, identify competencies needed by guidance personnel to effectively conduct a comprehensive career guidance program, develop competency-based training materials, and train guidance personnel in use of materials. Chapter 2 presents procedures used, by the twelve major and two administrative objectives: (1) identify and characterize legislation; (2) identify competencies required of personnel; (3) identify, select, and describe existing career guidance program material resources; (4) develop and disseminate general audience project brochure; (5) develop project training materials; (6) identify support materials; (7) pilot test training and support materials; (8) conduct national training workshop; (9) conduct four regional training workshops; (10) conduct state-level training workshop; (11) conduct national dissemination workshop; (12) evaluate project effectiveness; (13) utilize national advisors and consultants; and (14) prepare reports. Evaluation of regional workshops and state-level workshops is summarized in chapter 3. Chapter 4 discusses conclusions within the context of each separate objective. Recommendations made in chapter 5 are clustered into six categories: pre- and inservice for guidance personnel, certification, testing of competency materials in varied settings, future use of trained trainers, and materials dissemination. (Ap-

pendixes are contained in Volume 2—see note.) (YLB)

ED 199 550 CE 028 488
Drier, Harry N.

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.—711605075A

Pub Date—30 Jul 80

Contract—300-78-0581

Note—327p.; Some pages will not reproduce well due to light and broken print. For a related document see CE 028 487.

Pub Type—Reference Materials (130) — Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Career Education, *Career Guidance, Competence, Competency Based Education, Compliance (Legal), *Counselor Training, *Federal Legislation, Guidance Personnel, *Guidance Programs, Information Dissemination, Inservice Education, Job Skills, Learning Modules, Material Development, Program Effectiveness, Program Evaluation, *Program Improvement, Staff Development, *State Legislation, Workshops

This second volume of the final report contains twenty-eight report appendices. The narrative portion is available separately—see note. Contents include (1) Work Flow Network, (2) Work Breakdown Structure (components, activities, tasks), (3) Listings of Competency Literature Sources, (4) Criteria for Writing Competency Statements and Assessing Their Quality, (5) Competency Statements, (6) Resource Request Letter, (7) Factsheet, (8) Module Title Listing, (9) Module Development Guidelines, (10) Slide Tape Script, (11) Pilot Test Design, (12) Pilot Testers, (13) Sample of Pilot Test Results, (14) National Trainers, (15) National Training Agenda, (16) Nomination Sheets (for trainers), (17) Regional Training Plans, (18) Regional and State Trainers, (19) Sample Pre-session Invitation, (20) Pre-session Agenda, (21) National Advisors, (22) Advisory Committee Minutes, (23) Participant Information Forms—Overall Summary—Four Regions, (24) Competency Survey for Training Teams—Overall Summary—Four Regions, (25) Competency Survey for Training Teams—Post Overall Summary—Four Regions, (26) Competency Surveys—Pre and Post Comparisons, (27) Training Process Review Form—Overall Summary, and (28) Checklist for Assessing Training Action Plans—Overall Summary. (YLB)

ED 199 551 CE 028 493

Berg, Joann La Perla Wallace, Virginia A.

A Selected Bibliography of Functional Literacy Materials for Adult Learners.

Montclair State Coll., Upper Montclair, N.J.

Pub Date—[80]

Note—41p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Annotated Bibliographies, Auto Mechanics, *Basic Skills, Books, Communication Skills, Community Resources, Competence, Consumer Economics, Consumer Education, *Coping, *Daily Living Skills, Decision Making Skills, *Functional Reading, Government (Administrative Body), Health Education, Housing, Job Skills, Laws, Library Collections, Literacy Education, Mathematics, Mental Health, Newspapers, Occupational Information, Parent Role, Pregnancy, *Reading Materials, Reading Skills, Self Actualization, Transportation, Travel, Voting

This document is a selected, annotated bibliography of materials published in the area of coping skills for adults with functional reading skills. Publications are listed alphabetically by title under the following general topics: general coping skills; newspapers; occupational information; consumer economics; pregnancy and parenting; housing; travel and transportation; health; personal development, decision making, and mental health; community resources; signs, forms, reading labels and directions; mathematics; cars and driving; government, law, and voting; and communications. Reading levels are given for most materials. The materials listed are those presently on hand at the Adult Education Re-

source Center at Montclair State College. (KC)

ED 199 552 CE 028 494

McCully, James S., Jr., Comp.

Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education; Mississippi State Univ., Mississippi State. Coll. of Education.

Pub Date—Jan 80

Note—120p.

Available from—Research and Curriculum Unit, P.O. Box Drawer DX, Mississippi State, MS 39762 (\$4.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agriculture, *Agricultural Education, *Agricultural Occupations, Behavioral Objectives, Career Awareness, Career Education, *Cooperative Education, Course Content, Learning Activities, Lesson Plans, Natural Resources, Occupational Information, *Recordkeeping, Secondary Education, Student Records, *Vocational Education

Identifiers—*Future Farmers of America, Mississippi, *Supervised Occupational Programs

This publication is the first in a series of five designed to be used in teaching basic vocational agriculture courses in secondary schools of Mississippi. The materials are designed to assist teachers in providing training that is directly related to the preparation of a student for employment. As far as possible, the lesson plans are skill oriented, devoted to teaching a student how to do something; however, the lessons also attempt to provide knowledge of basic principles associated with the skills. Each of the lessons consists of an introduction, terminal and specific objectives, instructional procedures, learning activities, supplementary learning activities, and supplementary learning aids. There are seven lessons contained in this Section I of the curriculum materials. They focus on the nature of vocational agriculture and the agriculture/agribusiness industry, supervised occupational experience programs, and the FFA (Future Farmers of America). The seven lessons include the following specific topics: orientation to vocational agriculture education; careers in the agriculture, agribusiness, and natural resources industry; selecting a supervised occupational experience program; planning a supervised occupational experience program; keeping records of supervised experience programs; orientation to the FFA; and instructional activities sponsored by the FFA. (KC)

ED 199 553 CE 028 498

Kinnear, D. H. And Others

The Planning and Implementation of an Australian TAFE Clearinghouse System.

South Australian Dept. of Further Education, Adelaide.

Report No.—ISBN-0-7243-9138-x; TAFE-TD-71-SA-1-39

Pub Date—Jul 80

Note—145p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, *Clearinghouses, *Information Services, Information Systems, National Programs, *Program Development, *Program Implementation, *Technical Education, Vocational Education

Identifiers—Australia (South Australia), *National TAFE Clearinghouse (Australia)

Following the lead of the Department of Further Education in South Australia, the Australian Conference of Technical and Further Education (TAFE) Directors began a TAFE Clearinghouse, having as its major goal the promotion of initiatives in research, investigation, and innovation in technical and further education. The Clearinghouse's functions were to be as follows: (1) the accessioning of research, investigation, and innovative projects; (2) the distribution of accessioned project reports; (3) the production of particular project reports; and (4) advising authors on editing procedures and others on techniques for retrieving information. This document describes the procedures used for planning and implementing the functions of the Clearinghouse. It discusses the process of formulating an operating statement for the national TAFE Clear-

inghouse, and the major issues discussed and agreements reached during and after the National TAFE Clearinghouse Conference which planned and approved the Clearinghouse. Problems solved and projects carried out include decisions about scope of material, payment procedures, accession form, types of indexes, descriptors, duties of each state clearinghouse officer, and a pilot project. Implementation of the project is continuing during the 1980s. (KC)

ED 199 554 CE 028 501

A Guide for Establishing and Evaluating SYEP Worksites.

National Child Labor Committee, New York, N.Y. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Apr 80

Contract—DOL-99-0-2412-33-2

Note—25p.; For related documents see CE 028 502-504.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, *Community Problems, Employment Programs, Needs Assessment, Program Development, Program Effectiveness, *Program Evaluation, *Site Development, *Site Selection, Success, *Work Experience Programs, Youth, *Youth Employment, Youth Programs

Identifiers—*Summer Youth Employment Program

This guide for establishing and evaluating Summer Youth Employment Program (SYEP) worksites consists of seven sections. Section 1—the introduction—describes the history and scope of the SYEP and discusses the need for worksite development. Section 2, which deals with identifying community needs, lists eight information-gathering approaches. Section 3 describes organizing information about these community needs. Needs areas discussed are health and mental health, housing, environmental protection, education and child development, the aged and homebound, transportation, public works, community organization, income maintenance, recreation, culture and arts, equal opportunity, consumer protection, public safety, and economic development. Section 4 contains a checklist for identifying effective worksite agencies. Section 5 outlines four steps for developing work experience projects and contains observations on orienting potential worksite employers. These observations involve youth needs, staff, transition, and assistance. Section 6 describes worksite agreements. Monitoring and evaluating worksites is the subject of section 7; thirteen questions useful in site evaluation are included. (Manual for youth in SYEP, for SYEP supervisors, and for training supervisors in SYEP are available separately through ERIC—see note.) (MN)

ED 199 555 CE 028 502

A Manual for Training Supervisors in SYEP.

National Child Labor Committee, New York, N.Y. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Apr 80

Contract—DOL-99-0-2412-33-2

Note—21p.; Some pages will not reproduce well due to small, light print. For related documents see CE 028 501-504.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Case Studies, Educational Needs, Employment Programs, Federal Programs, Instructional Design, Job Training, Lesson Plans, Needs Assessment, Program Design, *Program Development, Supervisors, *Supervisory Training, Teaching Methods, *Training, *Training Methods, Work Experience Programs, Youth, *Youth Employment, *Youth Programs

Identifiers—*Summer Youth Employment Program

This manual for training supervisors in the Summer Youth Employment Program (SYEP) contains a set of guidelines and suggestions organized into seven sections. Section 1 is a brief introduction. Section 2 describes determining training needs and contains a sample task statement. Section 3 covers designing the training program. It includes an outline for a supervisory training program. Preparing to teach is the subject of section 4, which includes a sample lesson plan, a chart on job instruction training, and an outline for a one-day workshop on training supervisors in SYEP. Ten training techniques (lecture, mini-lectures, discussion, buzz groups,

demonstration, job instruction training, overhead questions and "laundry lists," case study, role play, and feedback) are described in section 5; case study examples and a role play section are provided. Training aids are discussed in section 6, while program evaluation is the subject of section 7, which includes sample questions for evaluating the training. (This manual is designed for use with the "Manual for Supervisors in SYEP," which, with a manual for youth in SYEP and a guide for establishing and evaluating SYEP worksites, is available through ERIC—see note.) (MN)

ED 199 556 CE 028 503

A Manual for Supervisors in SYEP.
National Child Labor Committee, New York, N.Y.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Apr 80

Contract—DOL-99-0-2412-33-2

Note—31p.; For related documents see CE 028 501-504.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Federal Programs, Guidelines, *Job Training, Participant Characteristics, Program Design, Program Development, Program Evaluation, Records (Forms), *Supervision, Supervisors, *Supervisory Methods, Training, *Work Experience Programs, Young Adults, Youth, *Youth Employment, *Youth Programs

Identifiers—*Summer Youth Employment Program

This manual for supervisors in the Summer Youth Employment Program (SYEP) provides background on SYEP and tips on program supervision. Section 1 is a brief introduction. The history and purpose of SYEP are presented in section 2. Section 3 contains nine SYEP supervisor work rules (concerning time records, safety, accidents and illness, termination, problems, youth's grievances, political activity restriction, records and reports, and youth rules) and lists six SYEP objectives. In section 4 youth attitudes toward work and the effect of work experience programs on youth are discussed. Section 5, which outlines the job of the SYEP supervisor, lists fifteen supervisor tasks and contains five subsections on program supervision. The first subsection outlines sixteen steps for preparing to supervise. The second and third subsection provide guidelines for orienting and training youth. A five-step instructional plan is explained in subsection 4, and a seven-step system for evaluating participant's performance is presented in subsection 5. Subsection 6 contains a brief discussion of SYEP worksite evaluation. Supervisor's reference forms are included in the final section. (Manuals for training supervisors in SYEP, youth in SYEP, and establishing SYEP worksites are available separately through ERIC—see note.) (MN)

ED 199 557 CE 028 504

A Manual for Youth in SYEP.
National Child Labor Committee, New York, N.Y.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Apr 80

Contract—DOL-99-0-2412-33-2

Note—25p.; For related documents see CE 028 501-503.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Budgeting, *Employee Responsibility, Employer Employee Relationship, Federal Programs, Guidelines, Guides, *Money Management, *Policy, *Program Design, Program Guides, Youth, *Youth Employment, *Youth Programs

Identifiers—*Summer Youth Employment Program

This manual for youth in the Summer Youth Employment Program (SYEP) provides an overview of the program, information about program rules and pay procedures, and tips on behavior and handling money. It consists of eleven sections. Section 1 provides a brief overview of the manual. The purpose and format of SYEP is outlined in sections 2 and 3. Work rules (covering attendance and suspension or termination from work assignment) are explained in section 4, while participant rights and grievance procedures are covered in section 5. Supportive services are discussed in section 6. Section 7 contains eight tips on staying with one's job, and the relationship between program participants and supervisors is the subject of section 8. Pay rates and procedures

and income tax refund policy are outlined in section 9. Five tips on budgeting money and a sample budget form are provided in section 10. The final section is a place for students to record such work-related data as worksite address, pay rate, and work schedule. (A guide to establishing and evaluating SYEP worksites, and manuals for supervisors in SYEP and training supervisors in SYEP are available separately through ERIC—see note.) (MN)

ED 199 558 CE 028 505

McCormick, Fred C. And Others

An Overview of Articulation Efforts in Vocational Education: Implications for State Planning.

Educational Operations Concepts, Inc., St. Paul, Minn.

Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Jun 80

Contract—R-31-10-X-0418-313

Note—215p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Ancillary School Services, *Articulation (Education), *Curriculum, Definitions, *Educational Planning, Literature Reviews, Postsecondary Education, Program Administration, Research Methodology, Secondary Education, *Statewide Planning, *Vocational Education

Identifiers—*Illinois

A study conducted in Illinois to review the state of the art of articulation had the following objectives in five component areas: (1) to review, describe, critique, and evaluate several variables associated with the practical knowledge/current practices relating to articulation efforts in Illinois and in other states; (2) to determine how articulation is currently defined; (3) to determine where the articulation process is presently, and what variables appear to support or inhibit articulation activities; (4) to relate the defined, described, and critiqued materials to present Illinois practice, focusing on the degree of duplication of effort, especially between the secondary and postsecondary levels, including the area vocational centers; and (5) to suggest future approaches Illinois might take in pursuit of methods by which to plan and coordinate vocational education among the several levels of schooling in the state. (This final product reports the results of components 1-4.) The study was conducted by creating a working definition of articulation, dividing articulation into two areas (the same and different educational levels), and then conducting a literature/materials search and review, surveys of existing and completed articulation efforts, and on-site and telephone interviews in Illinois and in other states. Results of the study are described in the report as related to curriculum and instruction, student services, program management, and community resources. The second half of the report contains procedures for carrying out the study and data derived. (KC)

ED 199 559 CE 028 508

Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings.

Bilingual Vocational Education Project, Arlington Heights, Ill.

Spons Agency—Illinois State Office of Education, Springfield, Div. of Adult Vocational and Technical Education.

Pub Date—Feb 80

Contract—R-20-60-C-27-10-180

Note—71p.; Not available in paper copy due to small print.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, *Career Education, Career Exploration, Citations (References), Educational Assessment, *Educational Resources, *English (Second Language), *Instructional Materials, Library Collections, Postsecondary Education, Resource Materials, Secondary Education, *Vocational Education

Identifiers—*Bilingual Materials, *Limited English Speaking

This bibliography of career- and vocational education-related resources is designed for use by secondary and postsecondary counselors, vocational instructors, and English-as-a-second-language teachers working with limited English proficiency

students. The bibliography is divided into five sections beginning with a section which contains materials for career exploration and pre-employment skill development. Section 2 lists vocational training materials which can be used as basic texts or as supplementary bilingual resources. Also included are materials which provide curriculum guides and task analyses of various occupations. The third section identifies materials designed to facilitate the development of language related to the world of work. It includes vocational English tests, technical dictionaries/glossaries and other second-language tools. Section 4 lists professional reference readings covering topics such as cross-cultural counseling, bilingual vocational training, vocational English as a second language, and minorities in the labor market. The final section provides the titles of bibliographies of additional resources including assessment instruments. The bibliography concludes with a listing of publishers and distributors. (LRA)

ED 199 560 CE 028 517

Magisio, Joel H. Kowle, Carol P.

Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—Apr 81

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 14, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Development, Educational Quality, *Educational Research, *Information Dissemination, Methods, *Research Utilization, *Vocational Education

Identifiers—*Knowledge Transformation Program, *National Center for Research Vocational Education

The purpose of the Knowledge Transformation Program at The National Center for Research in Vocational Education has been to provide intellectual leadership to the field and to facilitate use of significant research results by those who need them most. An important focal point of the program's work is the Information Analysis Product Planning Matrix, which was applied, for example, to a recent series of information products. Recent scholarship in the areas of knowledge transformation and knowledge utilization has influenced further research by National Center Staff. At the National Center studies have been completed and recommendations made for developments in knowledge transformation. A Knowledge Processes Model represents the most recent effort to conceptualize the processes by which information is transformed for use by specific audiences. Practical program methods based on theory and research include (1) topic selection and development, which meets information needs in a variety of ways for different audiences over a period of time; (2) product specifications, dealing with type, length, content, and style as they relate to program goals and information needs of the intended audience; (3) author and reviewer selection, dependent on product desired; (4) monitoring writing; (5) peer review and revision; and (6) packaging for distribution. (YLB)

ED 199 561 CE 028 518

Mockovak, William P.

The Impact of Job-Performance Aided Training on Training Effectiveness and Job Performance.

Pub Date—Apr 81

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Evaluative (142) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Comparative Analysis, *Guides, Interviews, Job Analysis, *Job Performance, *Job Skills, *Job Training, *Program Effectiveness, Reference Materials, Student Attitudes, *Task Analysis, Teacher Attitudes, Training Methods

A study compared job-performance-aided (JPA) training developed for a nontechnical area (census enumerator/interviewer) with training developed using the instructional systems design (ISD) model. (JPA training, an elaboration of the ISD approach, requires redesign of job reference materials into job-performance aids to simplify training and job perfor-

mance.) Three pairs of census district offices, matched on variables related to difficulty of enumeration, were randomly assigned to the two training methods and used training guides prepared using the two models. Data from 1197 JPA-trained and 1389 control enumerators were available for analysis. Attitudinal data, collected before and after job experience, served as basis for comparison. (Only some collected performance data were analyzed for reasons described.) Both training approaches were very successful in terms of positive ratings by trainees. JPA trainees, however, gave significantly higher ratings of training quality, job preparedness, reading ease of training materials, adequacy of training length, and ratings of specific activities. They also reported significantly higher level of on-the-job manual use and better coverage of critical job tasks during training. Supervisors familiar with both training approaches expressed preference for the JPA training. (Questionnaires, job performance record, and data tables are appended.) (YLB)

ED 199 562 CE 028 520

Abrams, Doris L.

Sex-Composition of Occupation and the Determinants of Women's Earnings.

Pub Date—Apr 81

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981). Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, *Employed Women, *Employment Practices, National Surveys, *Nontraditional Occupations, *Salaries, *Salary Wage Differentials, Sex Discrimination

A study examined the impact of sex composition of occupation on women's earnings and the structure of wage determination in "masculine" and "feminine" occupations. Data—a national sample of women—came from the Project Talent Data Bank. Results indicated that, overall, women in "masculine" occupations earned approximately 42% more annually than women in "feminine" occupations. After controlling for differences in labor force participation levels, personal characteristics, education, work experience, and family responsibilities, women in "masculine" occupations still earned about 18% more than those in "feminine" occupations. The findings appeared to be consistent with the notion that there is an across-the-board bonus associated with women finding employment occupations with a predominance of male workers. (Three data tables are appended.) (Author/YLB)

ED 199 563 CE 028 521

Ruff, Richard D.

A Study of the Future of Vocational Education: Implications for Local Planning.

Pub Date—Apr 81

Note—13p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981). For a related document see CE 027 568.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, *Educational Planning, Educational Trends, *Futures (of Society), *Long Range Planning, Postsecondary Education, *Prediction, Secondary Education, Social Change, Social Indicators, Technological Advancement, *Trend Analysis, *Vocational Education

Identifiers—National Center for Research Vocational Education

The National Center for Research in Vocational Education has completed the first two years of an effort in futures research. The purpose of year 1 was to collect and synthesize information concerning the major societal trends which are likely to influence vocational education during the 1980s. The major thrust of year 2 was directed towards analysis and interpretation of year 1 data for the purpose of generating alternative 1990 scenarios for vocational education. Among the trends identified was the marked advances in high technology that will occur in the 1980s. The dominant source of demographic change in the 1980s will be a continuing influence of the baby boom generation born between the years 1945 and 1963. The full force of the aging of the baby boom children will be felt by secondary schools during the 1980s. The general trend of the

public mood is toward fiscal conservatism, at least during the next several years. This suggests that public support for vocational education may drop off in the 1980s. The shift to an information-based society and labor market indicates that clients of vocational education must possess the skills necessary to collect, synthesize, and disseminate information. (A scenario for vocational education in 1990 is also included.) (LRA)

ED 199 564 CE 028 523

Adams, Kay A.

Improving Accountability of Career Education Programs: Evaluation Guidelines and Checklists.

Pub Date—Apr 81

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Career Education, *Check Lists, *Guidelines, Information Dissemination, Planning, *Program Evaluation, Reports

This review of evaluation guidelines and checklists for career education programs begins with a scenario illustrating some ways inadequate evaluations can cause projects to fail. A checklist of thirteen critical questions is suggested: (1) what type of evaluation is needed? (purpose); (2) who should the evaluation serve? (audience); (3) what specific questions should the evaluation answer? (questions); (4) how will the evaluation be accomplished? (process); (5) what type of evaluation services, if any, should be used? (staff); (6) what are the respective roles and responsibilities of program staff and evaluators? (responsibility/authority); (7) what unique features of career education influence its evaluation? (uniqueness); (8) what are the characteristics of a "good" evaluation plan? (planning standards); (9) what are the characteristics of a "good" evaluation instrument? (instrument standards); (10) what political factors might affect use of the evaluation results? (politics); (11) what are the characteristics of a "good" evaluation report? (report standards); (12) what techniques will be used to disseminate the findings? (dissemination); and (13) how will the evaluation findings be turned into action? (use). A discussion of each question follows which presents some guidelines to help answer them. (YLB)

ED 199 565 CE 028 524

Bernard, Jeanne T. Digman, R. Michael

An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training.

Pub Date—Apr 81

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Blue Collar Occupations, Classroom Techniques, *Conventional Instruction, *Curriculum Development, Evaluation Methods, Instructional Materials, *Job Training, Pretests Posttests, *Program Effectiveness, Program Evaluation, *Refresher Courses, Retraining, Student Evaluation, Teaching Methods, Testing, Trade and Industrial Education

Identifiers—Coal Mining, *Miners

To evaluate and document the effectiveness of miner training, a study monitored a wide variety of classroom sessions conducted for new miner and annual refresher training. Seven trainers and 275 mine trainees at fourteen sites in Kentucky, Maryland, Pennsylvania, and West Virginia participated. Observations were made of classes in underground new miner and annual refresher training and in surface annual refresher training. Course materials were both instructional modules developed by the Bureau of Mines and instructor materials. Field data collection involved audiotaping of classroom sessions, pre- and post-testing of trainees, and interviews with students and instructors. Test scores alone showed significant gains. A one-way analysis of variance was performed on variables identified by expert opinion. As regards underground inexperienced training, results indicated that training eliminated educational differences seen in pretest analysis and type of training (company, freelance, vocational-technical, extension) was significant for both pre- and post-test. As regards annual refresher

training, results indicated any previous training was a significant variable for pretest scores and years of mining experience were not significant. Measurement techniques frequently used in classic classroom investigations were found inappropriate for evaluating mine training, since miners had no motivation to perform well on tests. (YLB)

ED 199 566 CE 028 527

Rose, Clare And Others

The Development of a State Distribution System for Federal Vocational Education Funds.

Evaluation and Training Inst., Los Angeles, Calif. Pub Date—Apr 81

Note—16p; Paper presented at the American Educational Research Association Annual Meeting (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), Delivery Systems, *Disabilities, Educational Legislation, Equal Education, *Federal Aid, Federal Legislation, National Surveys, Postsecondary Education, Program Development, *Resource Allocation, Secondary Education, State Programs, *State-wide Planning, *Vocational Education

Identifiers—California, *Education for All Handicapped Children Act

The main purpose of the Evaluation and Training Institute Distribution Study was to design a system for distributing vocational education funds in California which complied with requirements of P.L. 94-482 and was equitable and practical to implement. Eight states were selected whose state plans, vocational education delivery systems, and/or distribution methods were most comparable to California for study of methods used to distribute vocational education funds and effects of those methods on meeting needs. They were Illinois, Ohio, Florida, Washington, New Jersey, Arizona, Michigan, and Colorado. Three general categories of procedures used to divide federal funds between the secondary and postsecondary systems were analyzed: simultaneous distribution among postsecondary and secondary institutions, division of funds on the basis of legislative requirements or political negotiation, and division of funds on the basis of program enrollments or costs. Five alternative methods emerged as possibilities for dividing funds: (1) allocate all federal funds to the postsecondary system, (2) allocate only federally required 15% minimum setaside to postsecondary system, (3) divide funds on basis of unadjusted vocational enrollments, (4) divide funds on basis of adjusted vocational enrollments or some measure of vocational attendance units, and (5) distribute funds directly to local districts with no agency level split of funds. (YLB)

ED 199 567 CE 028 533

Nies, Joyce I. LaBrecque, Suzanne V.

Creating Change.

Home Economics Education Association, Washington, D.C.

Report No.—HEEA-A261-08448

Pub Date—80

Note—47p.

Available from—Home Economics Education Association, 1201 Sixteenth St., N.W., Washington, DC 20036.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change, *Change Agents, *Change Strategies, *Faculty Development, *Home Economics, *Home Economics Teachers, Learning Activities, Secondary Education, *Skill Development, Social Change, Student Attitudes, Teacher Attitudes, Teaching Methods

The purpose of this curriculum reference is to assist teachers in developing skills to manage change in personal, professional, and social settings. It is divided into two parts. Part I challenges home economics teachers to clarify their attitudes toward change, to assess their change agent knowledge and skills, and to develop action plans for initiating change. Topics covered include personal, professional, and societal changes; responses to change; theoretical approaches to change; the change agent; a model for change; and change implementation. Part II is designed to assist home economics teachers as they help students to recognize, accept or reject, manage, and initiate change in their own lives. It is divided into three sections. First, learning

activities are presented which will involve students as they explore the concept of change, describe changes in their lives, identify attitudes toward change, and recognize how these attitudes affect change management. The second section includes learning activities designed to assist students in determining how they have managed or are managing change in their own lives. Finally, learning activities are presented to assist students in developing change agent skills. All activity areas in all three parts follow a similar format: objectives, principles, and learning activities. Evaluative questions and forms are included within the learning activities. (YLB)

ED 199 568 CE 028 534
Palomaki, Mary Jane, Ed.

Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers. National Education Association, Washington, D.C. Report No.—ISBN-0-8106-3181-4
Pub Date—81
Note—96p.

Available from—NEA/IPD, Education of Handicapped Students, 1201 16th St., N.W., Washington, DC 20036 (Stock No. 3181-4-00).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Blindness, Career Education, *Disabilities, Educational Legislation, Elementary Secondary Education, Emotional Disturbances, Federal Legislation, Industrial Arts, *Mainstreaming, Mental Retardation, Moderate Mental Retardation, On the Job Training, Photography, Resource Staff, School Business Relationship, School Community Relationship, Student Evaluation, Tactile Adaptation, *Teaching Methods, Team Teaching, *Vocational Education, Woodworking, Work Experience Programs

Identifiers—Entrepreneurs, Special Education Rehabilitation Vocational Educ

These eighteen articles concern approaches for dealing with the handicapped student in vocational education. The first article addresses the diversity of teaching approaches. The others focus on (1) team teaching (and cooperation with other subject area teachers); (2) the SERVE (Special Education Rehabilitation Vocational Education) Center concept; (3) use of a learning manager; (4) special carpentry class for handicapped students; (5) prevocational skills assessment program for planning individualized programs; (6) preparing non-handicapped students for mainstreaming; (7) entrepreneurship using talents of trainable mentally handicapped; (8) improving success rate in industrial arts; (9) results of three prescriptive laws now in effect; (10) "tactical print approach" used with blind students in industrial arts shop; (11) teaching strategies for blind students in photography; (12) community involvement in vocational education and work experience for severely handicapped secondary students; (13) vocational education for educable emotionally mentally handicapped and trainable mentally handicapped in Shelby, North Carolina; (14) Laramie Work-Experience Program; (15) the line production method used with mentally retarded; (16) the Westport, Connecticut, Special Education Career/Vocational Program (on-the-job training); and (17) teaching techniques for mainstreaming. Appendixes include these lists: definitions of specialized terms, 100 jobs mentally retarded people perform, recommended resources, and national organizations which are sources of information. (YLB)

ED 199 569 CE 028 557
Beach, David P.

Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values.

Pub Date—Mar 81
Note—16p.; Paper presented at the Eastern Educational Research Association Annual Conference (4th, Philadelphia, PA, March 1981).

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Affective Behavior, Career Education, *Curriculum Development, *Economically Disadvantaged, Employment Potential, Feedback, Learning Modules, Material

Development, Profiles, Teaching Methods, Values, Vocational Education, *Work Attitudes, *Youth Programs

Identifiers—Affective Work Competencies Inventory, Comprehensive Employment and Training Act

The goal of a project was to develop an instructional model and guidance system for helping economically disadvantaged youth more effectively prepare for successful employment. Critical affective work competencies (Neat/Orderly/Personal Appearance/Manner and Pleasant/Friendly/Cheerful) were identified from data collected during a pilot administration of the Affective Work Competencies Inventory (AWCI). After review of possible instructional procedures and analysis of the projects' participants, an individualized training format was selected. A profile-feedback system was designed, prepared, and utilized to provide inventory results and guidance information for each of the project's participating youth and counselors. Of the seven Comprehensive Employment and Training Act sites participating in the study, three were randomly selected to utilize the Pleasant/Friendly/Cheerful module and three were selected to use the Neat/Orderly/Personal Appearance/Manner training module. The remaining site was the experimental control group. For a post-test, the AWCI was administered to 126 project participants. The immediate achievement effect for youth utilizing the modules was statistically significant. (YLB)

ED 199 570 CE 028 569

Bolin, Nancy Clare

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

Pub Date—78
Note—165p.; Specialist Thesis, University of Wisconsin-Madison.

Pub Type—Dissertations/Theses - Undetermined (040) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Development, Adult Education, *Aging (Individuals), *Educational Gerontology, Educational Resources, Needs Assessment, *Older Adults, Program Design, *Rural Education, Rural Population, Training Methods, *Volunteers, *Volunteer Training, Workshops

This paper details plans for a one-and-one-half-day volunteer training workshop specifically designed to consider limitations such as manpower, money, time, and distance that are often encountered in the development of training events for rural areas. The paper begins by providing background on rural aging, and needs assessment information on the confined elderly and rural volunteerism training. The remainder of the document focuses on subjects included in the workshops. General Sessions in the workshop include who the confined elderly are; the physical process of aging; the psychological process of aging; communications skills; dealing with death and dying; patient rights/volunteer rights; and being a helping, caring person. Specialized sessions, which are outlined, include activity therapy, library service, friendly visiting, reality orientation, current events, and use of media and community resources. Applications for funding an event, evaluation forms, a bibliography of volunteers, and a listing of audio-visual resources to support all aspects of training are included. (Author/LRA)

ED 199 571 CE 028 575

Hammond, William, Comp. Spinelli, Fran M., Comp.

Competency-Based Adult Education Bibliography. Montclair State Coll., Upper Montclair, N.J. Adult Continuing Education Center.

Pub Date—79
Note—35p.

Available from—National Adult Education Clearinghouse, Dept. of Adult Continuing Education, Montclair State College, Upper Montclair, NJ 07043 (\$2.50).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstracts, *Adult Education, Adults, Annotated Bibliographies, Citations (References), Citizenship Education, Communication (Thought Transfer), *Competency Based Education, *Daily Living Skills, *Educational Resources, Family Life Education, Health Education, *Instructional Materials, Mathematics Education, Money Man-

agement, Postsecondary Education, Publications, *Research Reports

Designed for administrators and teachers, this bibliography of competency-based adult education materials lists recent curricular and research materials in the major coping skill areas such as mathematics, communications, citizenship, family life, health, and financial survival. Each entry gives full bibliographical information including the title, author, source, date, reading level, and format. In addition, each entry provides a brief abstract of the resource. (LRA)

ED 199 572 CE 028 576

Parker, James T., Ed. Taylor, Paul G., Ed.

The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement. Montclair State Coll., Upper Montclair, N.J. Adult Continuing Education Center.

Pub Date—80
Note—137p.

Available from—National Adult Education Clearinghouse, Center of Adult Continuing Education, Montclair State College, Upper Montclair, NJ 07043 (\$7.00).

Pub Type—Collected Works - General (020) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accountability, *Adult Basic Education, *Adult Education, Adult Literacy, *Adult Programs, Adults, *Competency Based Education, Definitions, *Educational Philosophy, Educational Research, English (Second Language), Learning Centers (Classroom), Performance, Postsecondary Education, *Program Development

This monograph contains eleven exemplary articles that focus on topics related to competency-based adult education. Among the articles included are (1) Competency Based Education: Is It Applicable to Adult Education Programs? by James E. Hertling; (2) What Adult Performance Level Is—and Is Not, by William G. Spady; (3) Competency Based Education: A Bandwagon in Search of a Definition, by William G. Spady; (4) Competency-Based Adult Education: Toward a Functional Definition, by Paul G. Taylor; (5) Process Approaches to CBAE Staff and Program Development: The California Experience, by John W. Tibbets and Dorothy Wesby-Gibson; (6) Designing Competency Based Learning Centers, by Laurel Adler; (7) Don't Bother Us... We can Cope: CBE for English as a Second Language; (8) A Survey of Participants of the New Jersey Life Skills Education Programs, by Warren Ceurvels; (9) Competency-Based Adult Education in Pre-GED Programs: A Case Study of the Louisiana Experience, by Robert W. Boyet and Sam V. Danzatz; (10) The Current Status of Research, by Joan Keller Fischer; and (10) Competency Based Adult Education: A Metamorphosis in Literacy Education, by Carol E. Kasworm. (LRA)

CG

ED 199 573 CG 014 987

Guckenbach, Jayne And Others

Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien.

Pub Date—Sep 80
Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Androgyny, *Attitudes, *Behavior Patterns, *Congruence (Psychology), Feminism, *Males, Prediction, Reliability, *Self Evaluation (Individuals), *Sex Role, Sex Stereotypes

The well-meaning liberal male (WMLM) is a man who talks a liberal stereotype but behaves inconsistently with his professed beliefs. Using Ajzen and Fishbein's model of behavioral prediction based on attitudinal assessment, males identified as WMLM's, sincere liberals, and traditionalists from the Bem Sex Role Inventory (BSRI) were compared. Subjects were asked to pose for photographs in nontraditional sex-roles, complete questionnaires regarding their attitudes about posing, release photographs for use, and complete a measure of sex-role attitudes. Analyses of behavioral intention scores and the number of signatures on photo-release forms revealed that only WMLM's held atti-

tudes consistent with their behaviors. Sex-role-related self-perceptions rather than perceptions of others may be better predictors of male sex-role behaviors. In a second study, males ($N=36$), chosen on the basis of their self-perceptions of relative masculinity and femininity as measured by the BSRI, attempted to learn nonsense syllables paired with pictures of individuals engaged in nontraditional sex role activities. Men high in femininity were less able to learn the syllables. Self-perceptions of sex-role identity seem better predictors of male sex-role behaviors. (NRB)

ED 199 574 CG 014 995

Kreutzer, Jeffrey S. And Others

Information About Alcohol Consumption as a Determinant of Responsibility Attributions.

Pub Date—Sep 80

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, Alcoholism, *Attribution Theory, *Behavior Patterns, *Drinking, Expectation, *Locus of Control, Performance Factors, Psychological Patterns, *Responsibility, Self Control, Sex Differences

For many years researchers have investigated the relationship between alcohol consumption and human aggression. A "policy-capturing" methodology was used to determine how judgments of responsibility for aggressive behavior are influenced by information about a person's alcohol consumption, sex, and degree of injury to a victim. Male subjects ($N=8$) read descriptions of an argument in which one person was shoved to the floor by an aggressor. Each subject read 24 descriptions with variations in the extent of injury, the sex of participants, and the amount of alcohol consumed by the aggressor. For each description, subjects rated the aggressor's responsibility, the internal-external causality of his actions, and the length of time he should spend in jail. Large individual differences were found, indicating a wide variance in judgment policies. Alcohol consumption was the primary determinant of judgments of responsibility and causality, but the utilization of information varied greatly. Judgments of sentence length were determined primarily by injury. Only a few subjects supported the notion that drunken aggression is excusable. Half of the subjects judged the aggressor to be more responsible as alcohol consumption rose; over half of the subjects judged the aggressor's behavior to be more internal as alcohol consumption rose. (NRB)

ED 199 575 CG 014 996

Kiyak, Hava Asuman

Person-Environment Congruence in Residences for the Elderly.

Pub Date—Sep 80

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *Congruence (Psychology), *Environmental Influences, *Individual Needs, Institutionalized Persons, Morale, Need Gratification, *Older Adults, Participant Satisfaction, Quality of Life, Relocation, *Residential Care, Residential Institutions, Stress Variables

Identifiers—*Well Being

As the population of older Americans continues to increase, more and more elderly persons will seek diverse living arrangements. Residential facilities must be designed to meet their needs. Person-environment congruence may be an important determinant of residential satisfaction and relocation stress for the elderly. Residents ($N=107$) of eight homes for the aged completed the Environmental Preferences Questionnaire which assesses preferences along the dimensions of territoriality, isolation, stimulation, and order/organization. Environmental press was determined for each dimension in addition to morale, residential satisfaction, and desire to stay. Oversupply conditions of territory, isolation, stimulation in the immediate environment, and order resulted in optimal satisfaction. Congruence per se did not appear to be better than incongruence for well-being on all dimensions. In most cases, a mod-

erate or extreme oversupply of environmental press relative to needs produced greater well-being. Results suggest that by providing maximum opportunities for all forms of privacy in the overall environment, and maximum stimulation and order in individual rooms, residential facilities may more successfully meet the needs of the elderly. (Author/NRB)

ED 199 576

CG 014 997

Wood, Vivian

Older Women and Education.

Pub Date—80

Note—13p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aging (Individuals), *Economically Disadvantaged, Economic Factors, Educational Benefits, *Educational Status Comparison, Employed Women, *Females, Individual Needs, Middle Aged Adults, Older Adults, Poverty, *Quality of Life, *Social Problems, State of the Art Reviews

Identifiers—*Support Systems

Elderly women may suffer from economic problems, isolation, loneliness, poor housing, poor health care, and few viable alternatives to institutionalization. Although the total number of aged poor has declined by over 40% in the past 20 years, the number of aged women living alone and poor stayed almost unchanged. The separation and divorce rates among middle-aged women are rising, remarriage rates are declining, and an increasing proportion of women never marry. Upcoming cohorts of aging women will include more unmarried women. Research shows that a woman's low educational achievement is associated with poverty, poor health care, poor physical and mental health, and other negative characteristics. Higher educational attainment and employment have been found to better prepare women in nonmaterial ways for living alone. Although the average educational attainment for women over age 65 is 9.9 years, long-term trends indicate that women are approaching educational parity with men. Two major barriers to continuing education for most women are financial problems and lack of support services. Several proposals to deal with these barriers are being developed, but implementation is slow. The public cost of losing the talents of older women and of allowing them to age into dependency must be demonstrated in order to speed up implementation efforts. (NRB)

ED 199 577

CG 014 998

Haffey, Nancy A.

A Conceptual Model of Integrated Child and Family Therapy.

Pub Date—Sep 80

Note—11p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports—General (140)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, *Communication (Thought Transfer), *Counseling Techniques, *Family Counseling, Family Problems, Family Relationship, *Individual Counseling, Individual Needs, Models, *Parent Child Relationship, Parents, *Psychotherapy, Therapeutic Environment

Two models of family treatment are presented in which the child's nonverbal communication is as important as the adult's verbal communication, and the child is accorded equal respect with adult family members by the therapist. In the integrated conjoint family therapy model, children are present at family sessions, and the therapist responds to communications made by both adults and child(ren). Problems of conjoint therapy are discussed, including the disruptive behavior of children in therapy, language level problems, and the importance of hearing every family member. A concurrent model is also presented in which the therapist sees both the child individually and the family together in family sessions. Concurrent therapies are recommended when unresolved conflicts with an absent family member exist, as with the case of divorce, and when a child has internalized a sense of shame or badness which cannot be expressed to the parents. Problems in concurrent therapy are reviewed, focusing on issues of competition and integration of the child's individual therapy insights into family sessions. Case material is presented to illustrate techniques of integrating child and family therapy skills, as well as the difficulties and benefits of such an approach. (NRB)

ED 199 578

CG 014 999

Nevid, Jeffrey S.

Training in Evaluation Research: The Perspective From a Department of Psychology.

Pub Date—80

Note—13p.

Pub Type—Information Analyses (070)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Core Curriculum, *Evaluation Methods, *Evaluators, *Graduate Study, Higher Education, Interdisciplinary Approach, *Professional Education, Program Descriptions, Psychologists, *Psychology, Researchers, Research Skills, State of the Art Reviews, *Training Methods

Identifiers—*Hofstra University NY

The Hofstra University program in applied research and evaluation in psychology is described as an example of one model for training evaluators. The training of psychologists with a specialization in evaluation research is reviewed, and the pros and cons of evaluation research training within psychology are discussed. Several potential benefits of training psychologists in evaluation research are presented, such as: (1) the psychologist's professional identity remains within a discipline with recognized licensing and accreditation procedures; (2) an evaluator trained as a psychologist may have a broader range of marketable skills; and (3) training in evaluation research may increase the range of career opportunities for psychologists. One disadvantage of this training concerns the notion that evaluation research represents a body of knowledge which transcends any single discipline; the development of multidisciplinary inputs to reflect the contributions of other disciplines is suggested to overcome this problem. Additionally, other concerns of evaluation research training within psychology are addressed, and the Hofstra University program is described in detail. (NRB)

ED 199 579

CG 015 000

Cox, W. Miles

Theories of the Alcoholic Personality.

Pub Date—Sep 80

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcoholism, Anxiety, Attribution Theory, Compensation (Concept), Coping, *Etymology, Interpersonal Competence, Need Gratification, Personality Problems, *Personality Theories, Personality Traits, *Psychological Needs, *Self Esteem, *Sex Differences, State of the Art Reviews

Several theories of the alcoholic personality have been devised to determine the relationship between the clusters of personality characteristics of alcoholics and their abuse of alcohol. The oldest and probably best known theory is the dependency theory, formulated in the tradition of classical psychoanalysis, which associates the alcoholic's difficulties with dependence-independence conflicts with events that go back to early childhood. The anxiety theory states that alcoholics are persons with high anxiety levels who drink excessively to alleviate their anxiety. The power theory holds that excessive male drinkers have exaggerated needs to feel powerful, and gratify their needs through vicarious powerful experiences while drinking. Research on female alcoholics suggests that these women have a fragile sense of self and use alcohol to make themselves feel more womanly. The four theories each identify some personality deficiency in the alcoholic and observe the alcoholic's use of alcohol in an attempt to compensate for that deficiency. No single theory appears to account for the personality of all alcoholics. (Author/HLM)

ED 199 580

CG 015 001

Madden, Margaret E. Janoff-Bulman, Ronnie

Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.

Pub Date—Sep 80

Note—34p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attribution Theory, *Conflict, Coping, Family Problems, *Females, *Individual Power, Interpersonal Competence, Interpersonal Relationship, *Locus of Control, *Marital Instability, Negative Attitudes, Perception, Problem Solving

Identifiers—*Blame

Socio-psychological research concerning the relationship between attributions and coping with negative events unrelated to marriage suggests two constructs, blame and perceived control, which may influence conflict resolution in marriage. Married women (N=32) were interviewed in an investigation of attributions of control and blame for marital conflict and satisfaction with marriage. Each respondent was asked to complete a marital satisfaction questionnaire and to discuss two standard conflict situations and two conflicts from her own marriage. Results indicated that blaming one's spouse for marital problems was negatively associated with marital satisfaction and perceived personal control over conflicts was positively associated with marital satisfaction. Using exploratory path analytic techniques, a model of marital satisfaction emerged in which the wife's satisfaction was found to be related to her perception of both husband's and wife's contributions. The husband's role was traced through husband blame to seriousness of the marital conflict, whereas the wife's own role was traced through the wife's control to the problem's resolvability. Thus, the wife perceived her husband as the one who determined how negative their marital problems were, while she perceived herself as the major force behind the more positive aspects of resolving and avoiding conflicts. (Author)

ED 199 581 CG 015 002

Wodarski, John S. Ammons, Paul W.

Comprehensive Treatment of Runaway Children and Their Parents.

Georgia Univ., Athens. School of Social Work. Spons Agency—Georgia Univ., Athens.; Maryland Univ., College Park. Graduate School; National Inst. of Mental Health (DHEW), Rockville, Md. Pub Date—Nov 80

Grant—NIMH-MH-13753; NIMH-MH-18813; NIMH-MH-21905

Note—22p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Portland, OR, October 22-25, 1980).

Pub Type—Reports - General (140) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Children, *Counseling Techniques, *Enrichment Activities, *Family Counseling, Family Problems, Interpersonal Competence, Models, *Parent Child Relationship, Professional Training, *Runaways, Skill Development, Therapy, *Training Methods

Identifiers—*Child Management

This paper reviews the scope of the problem of runaway children and presents treatment approaches currently in use. Several findings on runaway children are discussed: (1) the multiple social and psychological difficulties faced by parents; (2) the high degree of family strain; and (3) the runaways' dissatisfactions with peer and adult interpersonal relationships. The rationale and development of a comprehensive treatment program are described as program components consisting of child management, family enrichment, and interpersonal enrichment in a group work approach. A competency-based training model that facilitates juvenile justice workers' acquisition of skills to deliver this comprehensive treatment program is reviewed, and the evaluation methods to assess the competencies needed to implement the model are presented. (Author/NRB)

ED 199 582 CG 015 003

Webb, Carol

The Rape Victim and Her Social Support System.

Pub Date—Sep 80

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, *Coping, Counseling Services, Counselor Client Relationship, *Crisis Intervention, Emotional Response, *Family

Influence, *Females, *Rape, Social Attitudes, State of the Art Reviews

Identifiers—*Support Systems

Few counseling services are available to or utilized by rape victims, which implies that many women turn, instead, to their social networks for support. Research literature suggests that anxiety is reduced and coping skills are enhanced when a victim uses her interpersonal social network for support. Unfortunately, many women have the same attitudes toward rape that are held by society, i.e., that rape is precipitated by the victim, and they are hesitant to tell persons in their social networks about their assault. Data from a rape crisis center revealed that most victims planned to tell at least one other person about the rape incident and that a significant relationship existed between plans to tell others and subsequent success in followup counseling. The results suggest that the family has a significant impact on rape victims; family members are most often turned to for support, yet are the most difficult individuals with whom to discuss the rape. For most women, the crisis intervention contact is the only contact she will experience with a trained counselor. It is important that the counselor, in addition to offering professional counseling, encourage the victim to use her social network for support. The new emphasis on the social support system of the victim can help the woman in her recovery process. (RNB)

ED 199 583 CG 015 004

Trickett, Penelope K.

Classroom Environment as a Moderator of the IQ: School Performance Relationship.

Pub Date—Sep 80

Note—17p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Classroom Environment, *Educational Environment, Elementary Education, Elementary School Students, *Environmental Influences, Grade 1, Intelligence Differences, *Intelligence Quotient, Open Plan Schools, *Performance Factors, Student Teacher Relationship

Much research shows that the correlation between IQ and school performance is consistently high. However, some evidence indicates that this relationship is not consistent but is moderated by classroom psycho-social environment at the first-grade level. Data from IQ tests, the Devereux Elementary School Behavior Rating Scale, number of attendance days, overall academic teacher ratings, and the Pier-Harris Children's Self-Concept Scale were collected from 189 students in one of three types of self-contained first-grade classrooms: open, intermediate, and traditional structure. Findings indicated that, in general, IQ and school performance were highly related in traditional classroom settings, particularly for the two most achievement-oriented school performance dimensions, but only minimally related in the intermediate classroom settings. (Author/KMF)

ED 199 584 CG 015 005

Bankoff, Elizabeth A.

Support from Family and Friends: What Helps the Widow?

Pub Date—Nov 80

Note—13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Coping, *Death, Depression (Psychology), Displaced Homemakers, Emotional Problems, Family Influence, *Family Role, *Females, Friendship, *Grief, *Widowed

Identifiers—*Support Systems

Much of the research on bereavement and its consequences fails to account for social network factors. A sample of widows participated in a comprehensive national study to determine factors that enhanced or lessened their psychological well-being shortly after the death of their husbands, and over time. Two groups responded, those in the Crisis Phase, i.e., widowed for less than 18 months, and those in the Transition Phase, widowed between 19 months and 3 years. Widows who reported remar-

riage or a lack of grieving were excluded. Bradburn's Affect Balance Scale was used to measure psychological well-being in terms of support sources. Results indicated that widows in the Crisis Phase benefitted most from parental support, followed by support from widowed or single friends. As problems and adjustment tasks of widows varied through the phases of widowhood, so did her support needs and salient support sources vary. (Author/KMF)

ED 199 585 CG 015 006

Walz, Garry R. Benjamin, Libby

Programs and Practices in Adult Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0005

Note—58p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$6.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Counseling, *Adult Programs, Adults, *Counseling Services, *Guidance Centers, Outreach Programs, *Program Design, *Program Development, Program Evaluation

This monograph is based on the authors' visits and communications with directors and staff, and presents an analysis of adult counseling programs operating in many sites around the nation. General characteristics of adult counseling centers are assessed in terms of start-up and funding, public relations and referrals, location, hours of operation, fee schedules, staff and training, clientele and services, and evaluation methods. Some unique activities are also identified for a few centers. Issues of concern to program developers are discussed and recommendations are made for improving and enhancing services for adults. This publication does not prescribe any universally applicable prescription for designing and delivering adult counseling services. (Author/KMF)

ED 199 586 CG 015 007

Rouson, William E.

Peer Group Counseling 1980-81.

Riverside County Superintendent of Schools, Calif. Pub Date—1 Mar 80

Note—114p.; Pages 93-102 not filmed due to marginal legibility.

Pub Type—Reports - Descriptive (141) — Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Career Counseling, Career Planning, *Employment Potential, Guidance Centers, *Job Skills, Models, *Peer Counseling, Peer Groups, Program Descriptions, Self Esteem, Skill Development, *Summer Programs, *Training Methods, Young Adults

Identifiers—*Comprehensive Employment and Training Act

A Peer Group Counseling program, set up in accordance with the Summer Youth Employment Program during 1980-81 in Riverside, California, is presented as a model. The program objectives focus on improving enrollees' feelings of self-worth and self-confidence; enhancing learning skills; supplying job-seeking skills; and stimulating a desire for knowledge. Activities to meet the objectives are outlined. Attainment of the objectives is described in detail and measured by operational and performance standards, assessment standards, counseling standards, counselee's termination standards, and follow-up standards. Local labor market information is provided, including industrial and occupational trends, as well as worksheets and information sheets. Although geographically specific, this document could serve as a model for similar programs elsewhere. (KMF)

ED 199 587 CG 015 008

Haynes, Suzanne G., Ed. And Others

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977).

National Inst. on Aging (DHEW/PHS), Bethesda, Md.

Spons Agency—Department of Health and Human Services, Washington, D.C.

Report No.—NIH-80-969

Pub Date—Jul 80

Note—390p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Adult Development, *Age, *Aging (Individuals), Educational Gerontology, *Geriatrics, *Gerontology, *Health Needs, Medical Services, Psychological Patterns, *Special Health Problems

These proceedings from the second conference on the Epidemiology of Aging sponsored by the National Institutes of Health indicate the direction of recent research and concern in this area. Attempts are made to formulate a definition of aging other than that of chronological age. A number of biomedical correlates of aging are addressed, including some predictors of longevity, as well as age-correlated diseases that constitute some major health problems for older people. The social and psychological correlates of aging are examined as two highly productive research areas in the field. Health care implications and problems of the aged are addressed according to demographic projections and morbidity estimates. A summary of recent advances is provided, and major research concerns regarding the problems of the aged are identified. (Author/KMF)

ED 199 588

CG 015 009

Tauber, Robert

Student Mini-Learning Exercise (SMILE) Cards:

Theory into Practice—Now!

Pub Date—80

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Concept Teaching, *Educational Psychology, *Field Experience Programs, Higher Education, *Instructional Innovation, *Learning Experience, Practicums, Program Descriptions, *Teaching Methods

Based on the premise that educational psychology is often taught as theory with few opportunities for practical application, the Student Mini-Learning Exercise (SMILE) Cards are presented to help students apply educational psychology concepts to field experiences. Components of these SMILE Cards focus on: identification information; the concept under investigation; definition of the concept; the procedure designed to demonstrate the concept; and reaction following implementation of the procedure. Use of the SMILE Cards is described as a procedure requiring students to: (1) design, implement, and react to 24 SMILE Cards in one semester; (2) develop skills in turning theory into practice; and (3) obtain comments and evaluations from the instructor. Suggestions as to how this practice enhances learning retention are offered. (Author/KMF)

ED 199 589

CG 015 010

Famighetti, Robert A.

The Aged and Aging Developmentally Disabled:

An Exploration Into Issues and Possibilities.

Pub Date—Oct 80

Note—10p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Portland, OR, October 22-25, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Aging (Individuals), Coping, Death, Delivery Systems, *Developmental Disabilities, *Emotional Adjustment, *Individual Needs, Needs Assessment, *Older Adults, Psychological Needs, Self Esteem, *Social Problems, State of the Art Reviews

Educators, administrators, and service personnel who work with the developmentally disabled must define the aged developmentally disabled population. The term "developmental disability" refers to an individual with substantial developmental problems manifested during the first 22 years of life. Those who became disabled after age 22 are classified as a separate group; sub-classifications of these groups are necessary in order that adequate services be provided. Service providers in the fields of aging and developmental disabilities have traditionally paid little attention to the aging developmentally disabled individual. All aging individuals, whether or not developmentally disabled, must face the emotional needs of self-worth and integrity; the inevitability of death; and medical, vocational, educational, residential, and social needs. Differences between the developmentally and non-developmentally disabled aged suggest areas for service delivery concern, i.e.: (1) society's attitude toward differences; (2) behavior patterns of the disabled which maintain learned helplessness; and (3) difficulties in coping and dealing with death. (NRB)

ED 199 590

CG 015 011

Koss, Mary P. Oros, Cheryl J.

The "Unacknowledged" Rape Victim.

Spous Agency—National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.

Pub Date—Sep 80

Grant—NIMH-MH-31618

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, Dating (Social), Emotional Experience, *Females, *Individual Differences, *Interpersonal Relationship, Psychological Patterns, *Rape, *Responses, *Responsibility, Sexuality, Social Attitudes, *Victims of Crime

Acknowledged rape victims are women who have experienced forced sexual intercourse and view their experience as rape. Unacknowledged rape victims have suffered the same experience but do not view it as rape. Acknowledged (N=39) and unacknowledged (N=29) rape victims completed a sexual experiences interview and a rape attitude survey to determine if differences exist in the rape belief systems of the two groups, and to identify factors involved in the rape labelling process. Unacknowledged victims were more likely than acknowledged victims to have known the man, to have been involved in a romantic relationship, and to have experienced greater prior and immediate sexual intimacy. Unacknowledged victims also received fewer threats of bodily harm, experienced less of fender violence, and had less severe emotional reactions to their experience. Unacknowledged victims characterized the man involved more positively and were less offended by his behavior than the acknowledged victims. There were no differences in attitudes between the two groups. Findings suggest that there are important situational differences between the experiences of acknowledged and unacknowledged rape victims, but few, if any, internal differences between the women. (Author/NRB)

ED 199 591

CG 015 012

Rothblum, Esther D. Green, Leon

The Reformulated Model of Learned Helplessness:

An Empirical Test.

Pub Date—Mar 80

Note—25p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, *Attribution Theory, Depression (Psychology), Expectation, *Failure, Hostility, *Individual Power, *Locus of Control, *Performance Factors, Psychological Patterns, Self Esteem, *Success

Identifiers—*Helplessness

Abramson, Seligman and Teasdale's reformulated model of learned helplessness hypothesized that an attribution of causality intervenes between the perception of noncontingency and the future expectation of future noncontingency. To test this model, relationships between attribution and performance under failure, success, and control conditions were examined. After completing an attribution scale, 164 subjects were randomly assigned to failure, success, or control conditions. Subjects' attributions were assessed before and after taking a performance test containing mathematical problems. Subjects then completed a second performance test containing mathematical and verbal problems. Following the second performance test, subjects completed measures of attribution, depression, anxiety, and self-esteem. Results demonstrated that uncontrollable failure produces depression, anxiety, and hostility. Performance deficits depended upon attributions made on the internality and stability dimension. The internality dimension did not have a main effect on self-esteem, and the globality dimension did not affect generalization of helplessness. Some support, some refinements, and some contradictions to the reformulated learned helplessness model were found. (Author/NRB)

ED 199 592

CG 015 013

Ogleter, Earl J. Bryant, Valerie A.

A Survey of Student Rights in a Public and Alternative High School.

Pub Date—80

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, Comparative Analysis, Discipline Policy, Dress Codes, Due Process, Freedom of Speech, *High School Students, *Nontraditional Education, *School Policy, Secondary Education, *Student Attitudes, Student Government, *Student Rights

An inner-city alternative high school in Chicago was established for older black teenagers who had dropped out or did not wish to attend public schools. Alternative high school students (N=100) were surveyed to compare their opinions on student rights with those of black inner-city public high school students (N=200) obtained in an earlier study. The survey examined attitudes toward freedom of speech, due process of law, misconduct and discipline, vague regulations and dress code, and student governance. The more conservative alternative students rejected the use of free speech and abusive language at a higher percentage than public school students. Alternative school students were more aware of due process rights, favored a disciplined school atmosphere and student governance, and rejected search and seizure procedures. Compared to public school students, the alternative school students reported neutral attitudes toward dress and hair styles, and more strongly rejected the selling and use of drugs and tobacco in school. Results suggest that the "second-chance" alternative students may value education and recognize the need for regulations, while realizing that as students, they have the same protected rights and privileges as adults within reasonable limits. (NRB)

ED 199 593

CG 015 014

Kaplan, Leslie S.

Using Developmental Loss Workshops in the Classroom.

Pub Date—Mar 80

Note—18p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980). Best copy available.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Coping, *Counseling Techniques, Counselor Teacher Cooperation, Death, Developmental Stages, Divorce, *Elementary Secondary Education, Emotional Adjustment, Emotional Experience, *Grief, *Helping Relationship, Program Descriptions, *Student Needs, Workshops

This paper describes the use of loss workshops in the classroom to address the needs of students experiencing grief from loss, as a result of death, divorce, relocation, or other severed relationships. The goals of the Loss program are briefly reviewed, i.e., to facilitate acceptance of loss, and to promote personal growth and mental health. Special problems in grieving should be addressed by a loss program in order that the program be effective. Specific problems resulting from a sibling's death and the family's protective maneuvers are discussed as well as special problems associated with divorce. Loss workshops are described as a strategy by which counselors can help students and teachers accept and constructively live through a child's experience of loss. Workshop activities are presented to help participants face loss in their own lives, understand the emotional and behavioral dynamics of loss, and develop self-awareness and insight regarding meaningful relationships. Handouts to be used with students and teachers in the classroom are also included. (NRB)

ED 199 594

CG 015 015

Zuckerman, Diana M. Sayre, Donald H.

Changes and Contradictions in Children's Sex-Role Concepts.

Pub Date—Sep 80

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, *Career Choice, *Childhood Attitudes, Cultural Influences, *Non-traditional Occupations, Occupational Aspiration, Sex Differences, *Sex Role, Sex Stereotypes, *Social Attitudes, Socialization, *Young Children. Research published in the 1970's indicated that young children expressed extremely traditional attitudes regarding appropriate sex-role behavior. Middle-class children (N=47) between the ages of four and eight were interviewed about their sex-role attitudes in order to determine the extent to which recently changing cultural mores have influenced children's sex-role concepts. Parents provided demographic information. Compared to children in other recent studies, these children expressed very nonstereotypic attitudes toward occupations and activities, but aspired to very traditional careers for themselves. Girls who felt it was appropriate for either men or women to be doctors or nurses, listed "nurse" as their occupational choice and "doctor" as the career they would choose if they were boys. The children often gave stereotypic reasons for preferring their own sex, with boys being more likely to give a sex-role related reason. Parents' education, mothers' employment status, and the child's gender predicted responses to several of the sex-role related questions. (Author/NRB)

ED 199 595

CG 015 016

Strube, Michael J. Garcia, Joseph E.

A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness.

Pub Date—Sep 80

Note—37p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Tables 1 and 2 are of marginal reproducibility.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Science Research, Evaluation Methods, *Group Behavior, Group Dynamics, *Interaction, *Leadership, *Performance Factors, *Predictive Validity

Identifiers—*Contingency Models, *Fiedler (F E). According to Fiedler's Contingency Model of Leadership Effectiveness, group performance is a function of the leader-situation interaction. A review of past validations has found several problems associated with the model. Meta-analytic techniques were applied to the Contingency Model in order to assess the validation evidence quantitatively. The 33 tests used by Fiedler to derive the model and 127 subsequent tests of the model's validity were examined. Results of the meta-analytic computed on Fiedler's original studies indicated overall support for Fiedler's derivation. Analysis of Fiedler's 1978 review of the validation evidence for the Contingency Model found overall support for the model when field and laboratory studies were combined. Analysis of other direct tests not included in Fiedler's review also provided overall support for the model. Analyses of extension studies and investigations which examined the model in relation to training and co-acting groups indicated strong support for the model. The model was found to be an excellent predictor of group performance. The use of meta-analytic techniques appears to identify the directions that theory and research should take in the development of the Contingency Model. (NRB)

ED 199 596

CG 015 017

Harder, David W. And Others

Life Events and Two-Year Outcome in Schizophrenia.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—79

Grant—NIMH-MH-00006; NIMH-MH-25466

Note—23p.**Pub Type**—Reports - Research (143)**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adjustment (to Environment), Affective Behavior, *Coping, *Emotional Adjustment, Followup Studies, Institutionalized Persons, Longitudinal Studies, *Predictive Validity, Prognostic Tests, *Psychological Patterns, Psychological Studies, *Schizophrenia, *Stress Variables

The role played by stress in the prognosis of schizophrenia is not entirely clear. It has been suggested that high premorbid stress levels before first-time psychiatric admission for schizophrenia will be

related to better outcome. Subjects, first-time psychiatric admissions classified as schizophrenic by either Schneider's First Rank Symptoms, the New Haven Schizophrenia Index, or the Diagnostic and Statistical Manual II, were assessed at hospitalization and two-year follow-up by structured, standardized interview schedules, and were bifurcated into high- and low-events groups based on their mean life events score. One outcome measure represented the overall level of follow-up functioning; four other measures were residualized on initial assessment scores to provide outcome indices independent of initial scores. Results indicated that a high level of life events stress in the year prior to a first admission for schizophrenia was related to better outcome at the two-year follow-up when the Schneiderian and New Haven diagnostic criteria were used. Further analyses suggested that these results could not be attributed to demographic factors, premorbid status, severity of pathology at admission, or interim stress levels, and probably were not exclusively the effect of "precipitating" life events shortly before hospitalization. (Author/NRB)

ED 199 597

CG 015 018

Price, Charles L. Price, Megan S.

Say It With More Than Words.

Pub Date—20 Oct 80

Note—24p.**Pub Type**—Guides - Classroom - Learner (051)**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Affective Behavior, Behavioral Science Research, Body Language, *Classroom Communication, *Elementary Secondary Education, *Interaction, *Nonverbal Communication, *Parent Teacher Conferences, Personal Space, Self Evaluation (Individuals), *Skill Development, *Student Teacher Relationship, Teacher Workshops

This booklet describes a workshop dealing with various components of nonverbal communication, including environmental setting, proximity, physical appearance, and vocal manner, which influence the information conveyed to others. This workshop, designed for use with classroom teachers and school support personnel (N-12), presents activities which explore the interactions of parent-teacher conferences and teacher-student interactions in the classroom. Examples of body language are illustrated and discussed. Other sections help participants evaluate their own nonverbal behavior, and teach nonverbal communication to children. Cards are provided for the final activity, "Sorting Out Your Feelings," which may be duplicated and cut out for use by participants. (Author/NRB)

ED 199 598

CG 015 019

Mills, Marlene

The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth.

Pub Date—80

Note—14p.**Pub Type**—Reports - Research (143)**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—*Career Choice, Career Development, *College Students, Decision Making, Foreign Countries, Higher Education, *Occupational Aspiration, Parent Attitudes, *Parent Influence, *Social Influences, *Student Attitudes

Identifiers—*Canada

Not only is the child's perspective of his parents and their occupation influential in his career choice, but the parents' perspective of themselves can also be important in shaping the child's occupational desires. College students (N=93) completed questionnaires to determine the most influential factors on their career choices, and to ascertain whether they were vocationally decided or undecided in terms of their immediate and long-range plans. Results indicated that the parents had the most influence on their offspring's career selections. Teachers comprised the second most influential source. There was no significant difference between decided and undecided students on the amount of parental occupational influence. Findings suggest that parents themselves—not the nature of their work—are influential in shaping their child's career choice. These findings are attributed in part to contemporary social movements and their influence on youth's vocational outlook. (Author/NRB)

ED 199 599

CG 015 020

Maffee, Patricia A.

Sex Roles and Psychotherapy: Research Bases for Models of Health.

Pub Date—Sep 80

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), *Androgyny, Literature Reviews, Mental Health, *Personality Traits, *Psychological Patterns, Psychotherapy, Quality of Life, Self Esteem, Sex Differences, *Sex Role, *Social Behavior

Identifiers—*Well Being

Current evidence in the literature is reviewed on the relationship between sex roles and psychological well-being in terms of personality and social behavior dimensions. Limitations of the present data base are identified, such as the correlational nature of evidence, age and gender specificity of findings, failure to consider the personal salience of the variables in question, and the examination of single rather than multiple criterion variables. The androgyny model of health is explored and compared with traditional sex-role orientation. Further studies on the effects of particular sex-role adoptions and sex traits at different stages of the life cycle are recommended. The importance of considering the normative advantages of various sex-role categories and social role adoptions in psychotherapy is emphasized. (Author/KMF)

ED 199 600

CG 015 021

Lumsden, Alec Ross, Michael

Determinants of Self-Centered Judgments of Responsibility in Group Settings.

Pub Date—Sep 80

Note—23p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, Comparative Analysis, Failure, *Group Behavior, *Group Structure, *Interaction, *Performance Factors, *Responsibility, Social Behavior, Social Psychology, Sociometric Techniques, Success

Previous research has shown that individuals take more responsibility for group outcomes than other participants attribute to them. To assess whether the interactive component of the group endeavor is the locus of this self-centered bias, group members (N=80) worked on analogies either separately in coaction groups or together in interaction groups. Subsequently, each member of the dyad was informed that his group had either succeeded or failed at the task. Attributions of responsibility for the final score were most self-centered in successful coaction groups. A possible explanation for this outcome may be that the interaction between group members provided a form of reality-testing. Findings suggest that group structure may alter the effects of performance level on attributions of responsibility. (Author/KMF)

ED 199 601

CG 015 022

Burger, Gary K. Cross, Donald T.

Black-White Differences in Responses to California Psychological Inventory Items.

Pub Date—Sep 80

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blacks, Cultural Differences, *Ethnicity, *Personality Measures, Personality Traits, Psychological Characteristics, Psychological Patterns, Psychological Testing, *Racial Differences, Racial Identification, *Test Validity, *Whites

Identifiers—*California Psychological Inventory

During the last 10-15 years, there has been a burgeoning interest in ethnicity as a variable in research on objective personality assessment, particularly with respect to black-white differences. Racial differences in responses to items on the California Psychological Inventory (CPI) were investigated to identify nonpathological differences between blacks

and whites. Black and white men and women (N=748) completed the CPI. On the average, there were significant differences for 34% of the items in each of the 18 scales. Current data indicate that blacks may be more cynical, less anxious, and more compulsive than whites. The other factors extend at the dimensionality of black-white differences, with the lower degree of social extraversion among blacks perhaps being the more important. Indications are that some scales of the CPI are more subject to the influence of ethnicity than others, with somewhat greater effects present for females. New item sets for measuring blacks should be developed as well as separate norms for various ethnic groups. (Author/KMF)

ED 199 602 CG 015 233

Conoley, Jane Close

The Token Ineffectual: The Woman in Academia.

Pub Date—Sep 80

Note—21p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Change, Faculty Development, Higher Education, Leadership Qualities, *Leadership Training, *Power Structure, Professors, *Sex Bias, Sex Fairness, Sex Stereotypes, State of the Art Reviews, *Tokenism, *Women Faculty

Identifiers—*Networking

The issue of professional women in academia is attracting increasing attention in the literature. A female psychologist, who was the only woman faculty member in a 35-member psychology department for three years, personally experienced and identified issues such as tokenism, isolation, representativeness, exploitation, family and occupational roles, and power within the university vis-a-vis tenure, promotion and grants. Subsequently, a training program for young psychologists was developed using role plays, simulations and didactic inputs to counteract sexual stereotyping by promoting careful application by leadership and organizational principles. The problem of defining an appropriate female power model suggests that new behaviors taught to women need supportive contexts in the form of networking. (Author/KMF)

ED 199 603 CG 015 024

Meadow, Kathryn P.

Self-Concept, Self-Esteem and Deafness: Research

Problems and Findings.

Pub Date—4 Sep 80

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Children, Communication Disorders, *Deafness, Elementary Secondary Education, *Evaluation Methods, *Hearing Impairments, Language Acquisition, *Language Handicaps, *Self Concept Measures, *Self Esteem, Social Influences, State of the Art Reviews

The study of self-concept in relation to deafness has both theoretical significance for the understanding of human development and practical implications for the treatment of deaf children. Five theoretical issues related to the study of deafness and self-concept have been suggested by the literature: (1) consequences for self-concept development attendant on delay of language acquisition; (2) the relationship between language and thought; (3) the influence of a paucity of early parent-child communication about self-concept; (4) the influence of deficient language on the child's ability to develop trust and the consequences for self-esteem; and (5) the relationship between negative societal views of handicap and development of self-esteem. Methodological problems, particularly in regard to the development of appropriate measures of self-esteem for use with deaf children cannot be overlooked. Two measures of self-concept in deaf children are a pictorial inventory and rating scales used by teachers with long-term observation opportunities. There is a need to develop more self-concept measures. (Author/KMF)

ED 199 604 CG 015 025

Croxtan, Jack S. Miller, Arthur G.

Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect?

Pub Date—May 80

Note—20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Attitude Measures, *Attribution Theory, *Behavior Theories, *Influences, Time Factors (Learning), *Time Perspective

Identifiers—*Impression Formation

Recent studies indicate that investigators are now focusing on the cognitive determinants of the attribution process; however, few researchers are looking specifically at the attribution process over time. The impact of attitudinal and behavioral information on impression formation was studied to determine how impressions change over time. The attitudinal information given to 80 subjects consisted of a series of statements purportedly made by a target person; the behavioral information consisted of an essay purportedly written by that person. Subjects were told either that the essay position had been freely chosen by the target person or that the essay position had been assigned. The influence of the essay was initially a function of both its content and diagnosticity. Two weeks later, however, the diagnosticity of the behavior exerted little influence. This result was similar to the "sleeper" effect in the area of attitude change. Findings suggest that it may be dangerous to assume that the immediate discounting of a given behavior means that the impression of the actor will remain unchanged, or that the content of the behavior will be ignored. (Author/KMF)

ED 199 605 CG 015 026

Croxtan, Jack S. Miller, Arthur G.

Memory Processes and the Integration of Attitudinal and Behavioral Information.

Pub Date—Sep 80

Note—30p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attitudes, *Behavior, *Cognitive Processes, Cognitive Style, Concept Formation, Congruence (Psychology), Individual Characteristics, *Information Processing, *Memory, Observation, Perception, Personality Traits, Psychological Patterns, *Recognition (Psychology)

Many scientists are currently studying the manner in which individuals process social information. The reconstruction of attitudinal and subsequent behavioral information was studied to determine whether information about a person's schema can influence the interpretation of that person's subsequent behavior or whether the behavior itself is more salient to an observer than the context in which it occurs. In two sessions two weeks apart, undergraduates (N=160) read a series of attitude statements purportedly made by a target person, and an essay purportedly written by that person. Subjects then completed a recognition test for the attitude stimuli and essay argument. Results indicated that attitude statements which were consistent with a given schema were more apt to be remembered than were attitude statements which were inconsistent with that schema. The essay content influenced memory for the attitude information; however, memory for the essay content was not influenced by the writer's prior attitude statements. These findings appear to provide evidence for the effect of schematic processes on memory for attitudinal stimuli. Additionally, information contained in subsequent behavior(s) may influence memory for schema content. (Author/NRB)

ED 199 606 CG 015 027

Barley, William D.

Some Causes of Labeling Bias in Psychiatric Diagnosis.

Pub Date—Sep 80

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attribution Theory, *Bias, *Clinical Diagnosis, Clinical Psychology, Cognitive Processes, Graduate Students, Higher Education, *Identification, *Information Processing, *Interaction, *Labeling (of Persons), Psychopathology, Psychosis, *Stereotypes, Undergraduate Students

Identifiers—*Judgment

Labeling bias is the distortion of diagnostic judgment as a function of prior diagnostic information. University students (N=102) were assigned to 16 treatment groups, with variables of: prior diagnosis attributed to a videotaped target person ("psychotic" versus none), setting in which the observed sample of his behavior was said to occur (clinical versus nonclinical), bogus "outcome measure" completed by subjects following the videotape (inferential versus descriptive), and subjects' training in psychology (advanced clinical and counseling graduate students versus undergraduates). Actual dependent variables were a mental health-illness rating scale and a diagnosis checklist, completed after the bogus outcome measure. Undergraduates exposed to the label "psychotic" gave more pathological judgments than those not given a prior diagnosis; in general they judged the target person to be more pathologic¹ than did graduate students. Subjects encouraged by the bogus outcome measure to make inferences about the target person gave more pathological judgments than those encouraged only to describe him; however, this effect was weak and appeared only in an interaction. Subjects viewing the target person in a nonclinical context ascribed more pathology to him than subjects viewing him in a clinical context; this effect of setting was significant only in an interaction. (Author/NRB)

ED 199 607 CG 015 028

Mitchell, Terence R. Kalb, Laura S.

Effects of Outcome Knowledge and Content on Supervisors' Judgments.

Pub Date—Sep 80

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, *Evaluation Criteria, Expectation, Feedback, Individual Power, *Locus of Control, Nurses, *Performance Factors, Predictor Variables, Probability, *Responsibility, Supervisors, *Supervisory Methods

Past research has suggested that supervisors, when evaluating the poor performance of a subordinate, are influenced by the outcome of the performance. Nurses (N=55) in advanced training assumed the role of a supervisor of a nurse described as having performed poorly. Half of the subjects read an incident without an outcome and half read an incident with either a positive or negative outcome. Questions following the incident description assessed the perceived probability of subsequent outcome, the responsibility of the nurse involved, and attributions. Results indicated that outcome knowledge and content affected probability, responsibility, and attribution judgments. Subjects presented with outcome knowledge rated the outcome as more likely to occur again, saw the subordinate as more responsible for the behavior, and made more internal attributions for the behavior than those who had no outcome knowledge. These effects were more pronounced when the outcome was negative than when it was positive. (Author/NRB)

ED 199 608 CG 015 029

Wallbrown, Fred H. Prichard, Karen Kidd
Problem-Oriented Parent Conferences: A Training Strategy for School Personnel.

Pub Date—[79]

Note—23p.

Pub Type—Reports - General (140) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Helping Relationship, Inservice Teacher Education, Interpersonal Competence, Models, *Parent Attitudes, Parent Counseling, *Parent Teacher Conferences, Parent Teacher Cooperation, *Problem Solving, School Personnel, *Skill Development, *Student Problems, Teacher Workshops, *Training Methods

This paper focuses on the first steps (Planning and Organization) of a three-stage model designed to help school personnel deal with problem-oriented parent-teacher conferences. Seven distinct steps of the Planning and Organization stage are described in detail: (1) specifying the problem; (2) organizing information; (3) specifying objectives; (4) mastering helping skills; (5) understanding parental defenses; (6) planning a conference strategy; and (7) experiencing behavioral rehearsal and role playing. The second and third stages, Conferencing and Self-Evaluation, are briefly described. Although the three-stage model is intended primarily for problem-oriented parent conferences, it may also be useful in developmental conferences. (Author/NRB)

ED 199 609 CG 015 030

Parker, Karen
Helping the Displaced Homemaker: One Day at a Time.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0005

Note—32p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$6.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Resources, Counseling Services, *Displaced Homemakers, Employment Opportunities, *Employment Potential, *Females, Financial Problems, Individual Needs, Job Placement, Job Skills, Program Descriptions, Reentry Workers, *Self Concept, *Self Help Programs

Identifiers—*Support Services

This paper describes the displaced homemaker, defines her plight, and delineates the successful Displaced Homemaker Program conducted by the Fort Wayne area (CETA) consortium. The emphases of the program focus on the fundamental concerns of the displaced homemaker, i.e., the establishment of a new identity, the resolution of financial problems, and the setting of future goals. The components of this six-week program are outlined in detail, and include: (1) the initial period of informal interactions to establish a sense of group cohesion and support; (2) activities of the next five weeks which concentrate on self-image, community resources, individual need fulfillment through community resources, survival, and job attainment; and (3) other program services such as field trips to resource agencies and supportive service providers, psychological and vocational testing, medical and dental services, transportation, and child care. A letter from a participant is included as a subjective evaluation of the program. Recommendations from the program evaluation are elaborated. (NRB)

ED 199 610 CG 015 031

Lynch, Michael L. And Others
Student Affairs in the 1980s: A Decade of Crisis or Opportunity?

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0005

Note—80p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$7.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Change, *Administrator Responsibility, Anthologies, Financial Policy, Grantsmanship, *Higher Education, Nontraditional Students, *Program Development, *Resource Allocation, Student College Relationship, *Student Development, *Student Personnel Services

Each paper in this monograph provides a discussion of and/or proposes a possible solution to a critical issue which must be faced by student affairs workers during the 1980's. The first article examines the legitimacy of student affairs as a professional entity within the field of higher education. The second article discusses the rationale of developing a theoretical basis and systematizing a plan for effective student affairs programming for new clientele, i.e., nontraditional students. The realities of planning, developing, and managing programs in a highly political environment with limited resources is discussed in the third article. A variety of approaches to resource allocation which are likely to be implemented during the 1980's are presented in the fourth article. The final article provides a brief overview of the grant application process and discusses several strategies to help applicants enhance their chances for funding. The future of student affairs and the administrative skills needed to ensure its survival are presented in the summary. (Author/NRB)

ED 199 611 CG 015 032

Manion, U. Vincent

Preretirement Education and Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0005

Note—40p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$6.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), *Adult Counseling, Aging (Individuals), *Counseling Services, Delivery Systems, Employee Attitudes, Individual Needs, *Middle Aged Adults, *Needs Assessment, Program Descriptions, *Program Development, *Retirement

This monograph focuses on preretirement education and counseling programs as short-term events presented for the benefit of mature adults approaching retirement. The first section examines preretirement education from a historical perspective and includes a review of current programs. Forces affecting the future direction of preretirement education are identified and discussed, as are basic adult counseling needs. The second section addresses the practical aspects of planning or selecting a preretirement education program for employees, group members, or clientele. Detailed checklists are provided for the program planner and various program agendas are presented as examples of different program formats, content areas, and delivery modes. (Author/NRB)

ED 199 612 CG 015 033

Barret, Robert L. Wachowiak, Dale G.

Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation.

Pub Date—Sep 80

Note—8p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, Course Descriptions, Diagnostic Tests, Higher Education, Negative Attitudes, *Personality Assessment, *Projective Measures, *Psychological Evaluation, *Skill Development, *Test Interpretation, *Training Methods, Undergraduate Students

Identifiers—*Thematic Apperception Test

This paper describes a methodology developed to provide undergraduate students with direct experience in the process of impressionistic test interpre-

tation. In the experiential exercise, students were shown Thematic Apperception Test cards and then read the responses given by an anonymous client. A discussion of the process by which the students generated and refined hypotheses relative to the personality of the client is followed by a sampling of student responses to the revelation that the teaching assistant was the personality analyzed. The sensitization process which followed this experience and enabled the students to recognize their tendency to look only for negative aspects of personality is reviewed. Impressions of the teaching assistant and the student are also given. Recommendations are presented for those wishing to employ this teaching method, including a discussion of desirable characteristics of the anonymous client and the methodology that communicates the risks involved when a psychologist attempts to understand an individual from projective productions. (Author/NRB)

ED 199 613 CG 015 034

Cooper, Harris M.

Verbal Behavior as Mediations of Teacher Expectation Effects.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Sep 80

Grant—BNS-78-08834

Note—22p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attribution Theory, *Classroom Communication, *Expectation, Intermediate Grades, Locus of Control, Negative Reinforcement, Positive Reinforcement, *Student Reaction, *Student Teacher Relationship, Teacher Influence, *Teacher Response, Verbal Communication

The concept that teacher beliefs about future student achievement may actually influence the subsequent performance of students provides the basis for a model of teacher expectation communication which uses attribution theory as explanatory links in the communication process. These model links were tested in a two-year study involving 16 third-, fourth-, and fifth-grade classrooms in 5 schools, from which 12 students from each classroom were studied. The frequency of appropriate and inappropriate student responses and of teacher praise, criticism, and ignoring of these responses was recorded at observations throughout the year; teachers also provided attributions for the students' successes and failures. Relations between success attributions and praise, and failure attributions, criticism, and ignoring were investigated. Teachers who used more criticism per interaction cited internal stable causes less often and cited immediate effort causes more often for student failure. Teachers who were freest with praise attributed successes least often to external teacher-related factors. The most freely praised students experienced successes least often due to internal stable causes and most often due to teacher-related causes. Data generally supported the expectation communication model. (NRB)

ED 199 614 CG 015 035

Courtois, Christine A.

Counseling Women Course: A Course Description.

Pub Date—Sep 80

Note—9p. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, Cognitive Development, Counseling Services, *Counseling Techniques, Course Descriptions, *Developmental Psychology, *Females, Higher Education, Perspective Taking, Student Development, *Teaching Methods, *Women's Studies

This paper describes a university course on counseling women designed to provide an integration of: (1) a general cognitive understanding of women along psychological, physiological, sociological, and developmental dimensions; (2) a recognition and understanding of cognitive-developmental theory as a framework within which to counsel women; and (3) counseling strategies for working with a female population. Emphasis is on the importance of developing each class member's personal awareness of

the issues related to women and their roles in society. The cognitive-developmental basis of the course is presented and its influence on the course is described, including the encouragement of students to assess their own cognitive development and to view the subject matter from a broad perspective. The theoretical foundations of the course and the developmental instruction model used in its design are discussed. The history of the course is briefly reviewed and the application of the course process design to other settings is recommended. A course outline is also provided. (NRB)

ED 199 615 CG 015 036

Hutchison, Ira W.

Socialization and Family Violence.

Pub Date—Oct 80

Note—7p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Portland, OR, October 22-25, 1980).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, *Battered Women, *Behavior Patterns, *Child Abuse, *Community Action, *Counselor Training, *Family Counseling, *Family Problems, *Professional Personnel, *Program Descriptions, *Socialization, *Training Methods, *Violence, *Workshops. Community professionals are dealing increasingly with family conflict and violence but typically have little training in this area. Family dynamics in the causation and consequences of intra-family aggression were studied in a project involving seven groups of community professionals, including lawyers, ministers, physicians, police, nurses, school principals and social workers. A series of five workshops were held, and 65 out of 200 invited professionals, primarily social workers, participated. Individual professional group workshops focused on learning the symptoms and manifestations of family aggression and violence, showed films about child and wife abuse, and provided role-playing sessions followed by intensive discussion. The main objective of the project, i.e., to impart a greater understanding of family violence, was achieved, but the augmentation of skills in dealing with family violence was less successful. An unanticipated benefit of the project was the "consciousness raising" among participants about personal values and the acceptability of some physical force in families as "normal." (Author/KMF)

ED 199 616 CG 015 037

Bachman, Jerald G. And Others

Correlates of Drug Use, Part I: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date—80

Note—159p.; Some tables are of marginal legibility. Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Behavior Patterns, *Drug Abuse, *Drug Use, *Educational Experience, *High Schools, *High School Seniors, *Individual Differences, *Life Style, *Religious Differences, *Sex Differences, *Socioeconomic Background, *Work Experience

Numerous background factors are related to licit and illicit drug use, including educational experiences, employment experiences, and lifestyle orientation indicators. Results from five nationally representative surveys of high school seniors from 1975-1979 were used to document the degree to which such factors are correlated with measures of drug use, the interactive effects on drug use, and changes in youth drug use. Findings indicated that males exceeded females in alcohol and marijuana use; black seniors used drugs less than whites. Other family background dimensions were only modestly associated with drug use. Above average drug use was correlated with high rates of truancy, frequent evening recreation, relatively long job hours, and relatively high incomes. Drug use was below average among seniors with high grades, strong religious commitments, and conservative political views. Shifts in drug use were not accompanied by substantial shifts in the correlates of drug use. The results suggest that young people who are most "at risk" tend to remain the same, while the types and amounts of drugs used tend to shift from year to

year. (Author/KMF)

ED 199 617 CG 015 045

Pestle, Ruth E. Harris, Nancy C.

Adaptations of Homemaking Skills for the Aged: Laundry, Teacher's Manual and Participant's Manual.

Florida State Univ., Tallahassee. School of Home Economics.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date—78

Grant—DVE-8-78-2000

Note—53p.; For related documents see CG 015 046-050.

Available from—Florida Department of Education, Division of Vocational Education, Dissemination and Diffusion Section, Knott Bldg., Tallahassee, FL 32304 (\$2.28).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adjustment (to Environment), *Adult Education, *Aging (Individuals), *Home Health Aides, *Homemaking Skills, *Home Management, *Physical Disabilities, *Physical Mobility, *Programmed Instruction, *Secondary Education, *Students, *Task Analysis

This manual is designed for use with adult or secondary school home economics students to enhance their awareness of the tasks and physical limitations faced by aged homemakers, and to identify possible adaptations for making the laundry task easier and safer for older adults. The most frequently performed laundry tasks are presented in a self-instructional, programed learning format with pre- and post-tests. The learning activities and information sheets focus on analyzing each laundry task and providing alternative strategies to facilitate task accomplishment. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

ED 199 618 CG 015 046

Pestle, Ruth E. Harris, Nancy C.

Adaptations of Homemaking Skills for the Aged: Housekeeping, Teacher's Manual and Participant's Manual.

Florida State Univ., Tallahassee. School of Home Economics.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date—78

Grant—DVE-8-78-2000

Note—77p.; For related documents see CG 015 045-050.

Available from—Florida Department of Education, Division of Vocational Education, Dissemination and Diffusion Section, Knott Bldg., Tallahassee, FL 32304 (\$2.28).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adjustment (to Environment), *Adult Education, *Aging (Individuals), *Homemaking Skills, *Home Management, *Older Adults, *Physical Disabilities, *Physical Mobility, *Programmed Instruction, *Secondary Education, *Skill Development, *Students, *Task Analysis

This manual is designed for use with adult or secondary school home economics students to enhance their awareness of the tasks and physical limitations faced by aged homemakers, and to identify possible adaptations for making the housekeeping task easier and safer for older adults. The five most common physical limitations experienced by the aged are discussed, and the most frequently performed housekeeping tasks are presented in a self-instructional, programed learning format with pre- and post-tests. The learning activities and information sheets focus on analyzing each housekeeping task and providing alternative strategies to facilitate task accomplishment. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

ED 199 619 CG 015 047

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual.

Florida State Univ., Tallahassee. School of Home Economics.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—78

Grant—DVE-8-78-2000

Note—41p.; For related documents see CG 015 045-050.

Available from—Florida Department of Education, Division of Vocational Education, Dissemination and Diffusion Section, Knott Bldg., Tallahassee, FL 32304 (\$2.28).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Aging (Individuals), *Community Health Services, *Educational Gerontology, *Home Economics Skills, *Home Health Aides, *Occupational Home Economics, *Older Adults, *Physical Disabilities, *Programmed Instruction, *Secondary Education, *Students

This manual is designed for use with adult or secondary school economics students to help them become aware of: (1) the rights and problems of the aged; (2) jobs available for working with the aged; (3) personal qualities needed to be a homemaker/home health aide; and (4) community agencies responsible for helping the aged. The materials are presented in a self-instructional programed learning format with pre- and post-tests. The learning activities and information sheets focus on identifying the needs of older adults and understanding the work performed by home health aides. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

ED 199 620 CG 015 048

Adaptations of Homemaking Skills for the Aged: Food Purchasing, Teacher's Manual and Participant's Manual.

Florida State Univ., Tallahassee. School of Home Economics.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—78

Grant—DVE-8-78-2000

Note—58p.; For related documents see CG 015 045-050.

Available from—Florida Department of Education, Division of Vocational Education, Dissemination and Diffusion Section, Knott Bldg., Tallahassee, FL 32304 (\$1.93).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adjustment (to Environment), *Adult Education, *Aging (Individuals), *Home Health Aides, *Homemaking Skills, *Home Management, *Older Adults, *Physical Disabilities, *Programmed Instruction, *Secondary Education, *Skill Development, *Students, *Task Analysis

This manual is designed for use with adult or secondary school home economics students to enhance their awareness of the tasks and physical limitations faced by aged homemakers, and to identify possible adaptations for making the food purchasing task easier and more efficient for older adults. The most frequently performed food purchasing tasks are presented in a self-instructional, programed learning format with pre- and post-tests. The learning activities and information sheets focus on analyzing each food purchasing task and providing alternative strategies to facilitate task accomplishment. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

ED 199 621 CG 015 049

Adaptations of Homemaking Skills for the Aged: Food Management, Teacher's Manual and Participant's Manual.

Florida State Univ., Tallahassee. School of Home Economics.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—78

Grant—DVE-8-78-2000

Note—50p.; For related documents see CG 015 045-050.

Available from—Florida Department of Education,

Division of Vocational Education, Dissemination and Diffusion Section, Knott Bldg., Tallahassee, FL 32304 (\$1.98).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Adult Education, *Aging (Individuals), Home Health Aides, *Homemaking Skills, *Home Management, Older Adults, *Physical Disabilities, Physical Mobility, Secondary Education, *Skill Development, Students, Task Analysis

This manual is designed for use with adult or secondary school home economics students to enhance their awareness of the tasks and physical limitations faced by aged homemakers, and to identify possible adaptations for making the food management task easier and safer for older adults. The most frequently performed food preparation tasks are presented in a self-instructional, programmed learning format with pre- and post-tests. The learning activities and information sheets focus on analyzing each food management task and providing alternative strategies to facilitate task accomplishment. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

ED 199 622 CG 015 050

Pestle, Ruth E. Wilcox, Catherine F.

Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.

Florida State Univ., Tallahassee. School of Home Economics.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—78

Grant—DVE-8-78-2000

Note—41p.; For related documents see CG 015 045-049.

Available from—Florida Dept. of Education, Div. of Vocational Education, Dissemination and Diffusion Section, Knott Bldg., Tallahassee, FL 32304 (\$1.81).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Adult Education, *Aging (Individuals), Home Health Aides, *Homemaking Skills, *Home Management, *Nutrition, Older Adults, *Physical Disabilities, Programmed Instruction, Secondary Education, Students, Task Analysis

This manual is designed for use with adults or secondary school home economics students to help them become more aware of: (1) the nutritional needs of the aged; (2) the physical and social limitations affecting aged homemakers; and (3) the adaptations in individual dietary habits that will meet nutritional needs. The special nutritional needs of the aged are presented in a self-instructional, programmed learning format with pre- and post-tests. The learning activities and information sheets focus on identifying the nutritional needs of older adults as well as the foods best suited for an older person. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

ED 199 623 CG 015 060

Family Relationships and Parenting Education: Aging. Instructor Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Report No.—HE-46-1

Pub Date—Jul 80

Note—138p.

Available from—Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, MO 65201 (\$5.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Development, *Aging (Individuals), Behavioral Objectives, *Economic Factors, High Schools, Information Needs, *Learning Activities, Physical Development, Psychological Characteristics, *Resource Materials, *Social Influences, Teaching Guides, Units of Study

This instructor's guide for a unit on aging is designed for inclusion in a high school course on family relationships and parenting education which

emphasizes the physical, psychological, sociological, and economic needs of the aging adult. Three instructional units are included with objectives, activities, information sheets, assignment sheets, job sheets, transparency masters, and a test with answers. The objectives are stated so that changes in behavior are readily observable. The activity sheets outline steps for accomplishing specific objectives. Essential background information is contained in the information sheets; assignments and transparency masters are correlated to information sheet sections to help match instructional content with appropriate learning activities. The job sheets contain specific directions for completing the activities. A test on each instructional unit measures attainment of specific objectives. (RC)

ED 199 624 CG 015 061

A National Student Competition on Adaptive Re-use: A Shelter Care Facility.

Illinois Univ., Urbana.

Spons Agency—Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Pub Date—Aug 79

Grant—78-JS-AX-0046

Note—74p.; For related documents, see CG 062-063.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - General (140) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Construction Costs, Correctional Rehabilitation, *Cost Effectiveness, Delinquency, *Delinquent Rehabilitation, Design Requirements, *Facility Requirements, *Housing Needs, *Interior Design, *Residential Institutions, Residential Programs, Site Selection, Space Utilization

The Shelter Care Competition, devised to help communities identify cost-effective shelter care facilities for juveniles, sought to generate new ideas for, and to apply environmental characteristics to, residential facilities. The designs were submitted by university students who incorporated the concept of adaptive re-use as a cost effective measure for providing comprehensive residential services while offering the community a wider selection of potentially viable sites. The shelter care environment was envisioned as a normal, home-like setting to include private counseling spaces, food preparation and eating areas, activity areas, sleeping areas, house-parent quarters, staff office, and storage and utility spaces. The projects chosen as finalists were selected on several criteria: (1) the completeness of the planning process; (2) the appropriateness of the site and structure; (3) the economic development cost; and (4) the projected utility of the spaces. (RC)

ED 199 625 CG 015 062

Flaherty, Michael G.

An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers.

Illinois Univ., Urbana.

Spons Agency—Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Pub Date—Aug 80

Grant—78-JS-AX-0046

Note—47p.; For related documents, see CG 015 061-063.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Patterns, Comparative Analysis, *Correctional Institutions, Cross Sectional Studies, Delinquency, *Delinquent Behavior, *Incidence, Prisoners, Questionnaires, *Suicide, *Youth Problems

Very little of the professional literature on suicide deals with suicide in jails, and virtually no references to juvenile suicide in adult jails exist. To determine if the rate of juvenile suicide in adult jails might be higher than that in secure juvenile detention centers, suicidal conduct was used as the indicator of the harmful effects of placing children in adult jails. The sample included all juvenile detention facilities, sampling of jails with an average daily population (ADP) of fewer than 250 inmates, a full sample of those with an ADP of more than 250, and lockups. Questionnaires (N=913) were sent to the

lockups in the sample. Data indicated that, during 1978, approximately 392,662 juveniles occupied adult jails and lockups. Results supported the hypothesis that the rate of suicide among juveniles held in adult jails and lockups was significantly higher than that among children in juvenile detention centers and children in the general population. However, the data did not indicate that the suicide rate among youth placed in juvenile detention facilities was greater than that of children in the general population. These results suggest that the policy of incarcerating children in adult jails may be contributing to the relatively high rate of suicide. (RC)

ED 199 626 CG 015 063

Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups.

Illinois Univ., Urbana.

Spons Agency—Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Pub Date—May 80

Grant—78-JS-AX-0046

Note—175p.; For related documents, see CG 015 061-062.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Citizen Participation, *Correctional Institutions, Court Litigation, Delinquency, *Delinquent Rehabilitation, *Juvenile Courts, *Legislation, Social Action, State of the Art Reviews, *Youth Problems

These selected readings provide a compendium of recent literature and research on the issue of incarcerating juveniles in adult jails and lockups. Topics and problems explored include: (1) legislative attempts to deal with the problem and community response to this attempt; (2) the relationship between lawsuits and the Juvenile Justice and Delinquency Prevention Act (JJDPA) of 1974; (3) a recommendation to amend the JJDPA; (4) a position statement of the National Coalition for Jail Reform; (5) juvenile service centers; (6) the incarceration of juveniles in Florida; (7) the presence of children in adult jails as a basis for citizen action; and (8) a discussion of questions which have been raised regarding the JJDPA of 1980. (RC)

ED 199 627 CG 015 105

Walt, Garry R. And Others

Images: A Guide to Futurizing Your Classroom.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0005

Note—190p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$25.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Activity Units, Behavioral Objectives, *Class Activities, Elementary Secondary Education, Experiential Learning, *Futures (of Society), *Interests, *Learning Activities, *Long Range Planning, Postsecondary Education, *Self Evaluation (Individuals), Teaching Guides

This guide can be used by educators at all levels in assisting learners of all ages to think constructively about their personal futures. The first section provides background material for the teacher/facilitator describing the futures movement and its development, study, and trends. Trends are reviewed in the following areas: work/leisure, education, lifestyle, the individual, society, and learning. Some program objectives are also suggested. The second section consists of an extensive general bibliography without annotations, an annotated bibliography, and bibliographies targeted to specific educational levels. The third section contains individual and group activities divided into elementary, junior high, senior high, and college/adult education levels. Each activity is accompanied by a facilitator's guide which includes anticipated student outcomes and step-by-step directions. (RC)

ED 199 628 CG 015 257

Green, Dorothy E.

Teenage Smoking: Immediate and Long-Term Patterns.

Chilton Research Services, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.Pub Date—Nov 79
Contract—400-79-0010

Note—261p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Adolescents. *Behavior Patterns. *Environmental Influences. *Family Influence. *Habit Formation. National Surveys, Peer Influence. Predictor Variables, Sex Differences. *Smoking. Student Attitudes. Trend Analysis

National surveys of teenagers have provided information for making decisions about smoking prevention programs. Repeated surveys are necessary because smoking patterns change over time. The prevalence of adolescent smoking and the variables related to it were investigated as well as the potential utility of those variables in predicting habitual smoking by adolescents. Two studies were conducted: the first was a 1979 survey of teenagers aged 12-18, their smoking behaviors, and related attitudes and demographics; the second was a 1979 follow-up study of a cohort sample first interviewed in 1974. Results indicated that the increasing prevalence of teenage smoking observed between 1968 and 1974 has subsided and a decrease in the smoking rates of both boys and girls has also occurred. Girls had a higher smoking rate than boys in 1979. The smoking practices of family members exerted a great deal of influence on the teenagers. Among their peers, teenage smokers associated with friends who smoked; nonsmokers also tended to associate with nonsmokers. (Author/HLM)

ED 199 629 CG 015 399

Zellman, Gail L.

The Response of the Schools to Teenage Pregnancy and Parenthood.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Rand-R-2759-NIE

Pub Date—Apr 81

Contract—400-78-0064

Note—131p.

Available from—Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (\$7.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Persistence. Adolescents. *Pregnant Students. *Program Effectiveness. Program Evaluation. School Responsibility. *School Role. Secondary Education. Social Problems. *Student School Relationship. *Unwed Mothers

Local education agency responses to student pregnancy and parenthood are constrained by narrow definitions of the problem, opposition to sex education, contraception, and abortion, disagreement about the appropriate school role, lack of expertise, and lack of incentives to develop programs. Nationwide field studies were conducted to assess 12 local school programs for pregnant and parenting students in terms of federal, state, and local constraints, program design, school responses to student pregnancy, and the impact of these factors on students' decisions about school continuation. Results indicated that: (1) schools do not seek or want an active role in student pregnancy or parenthood; (2) special program initiation is generally dependent on the dedication of a single individual; (3) quality is uneven within and across programs; (4) each special program model, whether included in, supplementary to, or extracurricular to the school curriculum, is unable to meet all the diverse needs of pregnant students and teenage mothers; (5) pregnant students make most decisions about pregnancy and school continuation without school staff input; and (6) few programs conduct outcome evaluations to assess their effectiveness or to examine the longer-term impact of adolescent parenthood. (Author/HLM)

CS

ED 199 630 CS 005 900

Miller, Wallace D., Ed. McNinch, George H., Ed.

Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference.

National Reading Conference, Inc.

Pub Date—76

Note—337p.; Proceedings of the National Reading Conference (25th, St. Petersburg, FL, December 4-6, 1975).

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Adult Education, Content Area Reading, Elementary Secondary Education, English (Second Language), Higher Education, Language Acquisition, *Language Skills, Literature Reviews, Minority Groups, Reading Attitudes, *Reading Comprehension, *Reading Instruction, Reading Materials, *Reading Research, Reading Skills, Reading Teachers, Study Skills, *Teacher Education, Teacher Effectiveness, Word Recognition

Identifiers—*National Reading Conference (Organization)

Focusing on the broad topic of reading, the articles in this volume are arranged into the following categories: literature reviews, college and adult education, teacher education, reading research, language, and comprehension. The literature reviews cover the areas of the underlining study aid, learning from text, sex roles and reading instruction, syntax and reading comprehension, reading and the aging process, and grammatical usage and reading. Among the topics dealt with in the remaining sections are: (1) prediction of academic success of special groups of university freshmen, (2) integrating reading and study skills into college biology, (3) transferring reading and study skills to the content area, (4) the effects of testwiseness training on reading scores on test anxiety, (5) the relationship between performance and interest in adult education, (6) functional literacy of teacher trainees, (7) relationships in teacher proficiency, (8) the reading of secondary school American Indian students, (9) self-concept in reading instruction programs, (10) conceptual difficulty of reading material, (11) the influence of minority groups in the selection of basal reading programs, (12) the child's conception of a spoken word, (13) recognition of word boundaries by adult second-language students, (14) identifying sentence meaning skills, (15) a model for the comprehension of poetry, and (16) the effect of reader generated questions on learning from prose. (FL)

ED 199 631 CS 005 907

Bartlett, Andrea, Ed. Pesqueira, Virginia, Ed.

Reading: A New Decade and a New Challenge.

Volume 3, Third Yearbook of the Arizona State University Reading Conference, 1980.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date—80

Note—109p.

Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cloze Procedure, Communication Skills, *Content Area Reading, Elementary Secondary Education, Integrated Activities, Language Acquisition, Language Arts, Lifelong Learning, Reading Comprehension, *Reading Instruction, *Reading Research, Recreational Reading, Second Language Learning, Textbook Evaluation

Identifiers—Communication Apprehension

The ten articles in this volume focus on the challenges of reading in the 1980s. Specific topics discussed in the articles include (1) the freely selected books of fourth and sixth grade students, (2) a student author project that served to integrate the language arts, (3) communication apprehension and its implications for communication instruction, (4) lifelong reading, (5) new trends in teaching reading comprehension, (6) recent research in second language acquisition and its implications for instruction, (7) the musical cloze procedure for language development, (8) reading in the physical education curriculum, (9) prereading strategies for content areas, and (10) an evaluative process for content textbooks. (FL)

ED 199 632

Raetsch, Barbara

Short-Term Memory and Reading Related Language Patterns.

Pub Date—Oct 76

Note—10p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, FL, October 20-23, 1976).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Associative Learning, Children, Elementary Education, *Language Patterns, Reading Achievement, Reading Difficulties, *Reading Research, *Recall (Psychology), *Retention (Psychology), Slow Learners, Word Lists

Reading success is closely related to paradigmatic and syntagmatic language responses. It is believed that a child who makes paradigmatic associations communicates and thinks in the language of the teacher while a child who makes syntagmatic responses is hampered in the learning situation. To determine how good (normal) and poor (retarded) readers performed on a task that involved remembering contrived paradigmatic and syntagmatic language patterns, 90 subjects were selected and assigned to two treatment groups. The first treatment group was presented with five lists of ten words each consisting of five pairs of paradigmatic language patterns. The second treatment group was presented with five lists of ten words each consisting of five pairs of syntagmatic language patterns. After ten seconds of study time, subjects were asked to circle the words just studied on a test list. No significant difference between language patterns was found. From this it would seem that (1) it is not possible to apply generalizations about verbal language patterns and reading success to the same language patterns presented in printed form, and that (2) another kind of organization rather than paradigmatic or syntagmatic associations must be imposed to facilitate better remembering for poor readers. (HOD)

ED 199 633

Wilson, Molly M.

Physical and Psychological Decrements Affecting Reading in the Adolescent.

Pub Date—Dec 80

Note—11p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aging (Individuals), *Cognitive Processes, Gerontology, Memory, *Older Adults, Reading Ability, *Reading Difficulties, *Reading Processes, Reading Research, Research Needs, *Visual Impairments

While reading has been recognized as a potentially useful and enjoyable pastime for the elderly, physical and psychological decrements affect the ability of the elderly to read. As the eyes age, near-point tasks become more difficult. In addition to reduced sensory intake, perceptual changes occur. The central nervous system slows, and data travel more slowly to the brain and are integrated more slowly on arrival. Persistence of after images and increased noise in the neural system add to confusion and slow reaction time. While neither verbal abilities nor long term memory show much decline in the elderly, difficulty in forming a thought set and rigidity in using ineffective strategies affect cognitive processes. Eyeglasses, advanced methods of surgery, and specially designed reading materials are all available to compensate for the aging of the eyes. Motivation and experience are crucial in overcoming perceptual and cognitive deficits. Further research involving the elderly in reading studies is necessary. The use of elderly subjects in reading studies can also further knowledge of effects of motivation, experience, and textual organization on comprehension. (Author/HTH)

ED 199 634

Spiegel, Dixie Lee Whaley, Jill Fitzgerald

Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives.

Pub Date—Dec 80

Note—12p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

CS 005 908

CS 005 909

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, *Discourse Analysis, Grade 4, Intermediate Grades, *Reading Comprehension, Reading Improvement, Reading Instruction, *Reading Research, *Story Reading, *Structural Analysis (Linguistics)
 Identifiers—*Story Grammar

A study investigated whether children could be sensitized to structural aspects of narratives and whether reading comprehension could be enhanced through instruction designed to develop concept of story. Twenty fourth grade students with a poorly developed concept of story were assigned to either a control or an experimental group. The experimental group received instruction in story structure and learned the names and functions of the parts of the J. M.andler and N. S. Johnson story grammar (setting, beginning, complex reaction, attempt, outcome, and ending). They then identified these parts in stories and created specific story elements to follow given elements. They also reordered scrambled stories and told or wrote stories according to the grammar. The control group received instruction in dictionary usage. All the students completed a production task in which they read only a story setting and then wrote the best story they could from it. They next read two scrambled stories and told them back the following day. The students also answered comprehension questions. The results showed that with relatively little instruction, the concept of story of fourth grade students who were poor readers could be enhanced. Furthermore, the findings revealed that when concept of story was enhanced, comprehension improved. (FL)

ED 199 635 CS 005 912

Templeton, Shane Sulzby, Elizabeth

Beyond the Psycholinguistic View of Competence/Performance Theory: Why Study Metalinguistic Awareness?

Pub Date—Dec 80

Note—24p; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Child Language, *Language Acquisition, *Language Enrichment, Learning Processes, Learning Theories, Linguistic Performance, *Metacognition, *Psycholinguistics, *Research Needs, Written Language, Young Children
 Identifiers—*Metalinguistics

In its broadest sense, metalinguistic awareness refers to the study of or reflection upon language as an object—the form and structure of language rather than the content, the way in which the form expresses or relates to the message. One value of research on metalinguistic awareness lies in its potential for testing adult notions about the ways in which children try to think about spoken and written language. Metalinguistic research reveals that young children are capable of generating structurally logical written language before they are able to reflect analytically on language, suggesting a tacit awareness of the symbolic function of print. Although metalinguistic awareness implies explicit awareness, by comparing whatever explicit knowledge young children have with what they can do but cannot explain (tacit awareness, such as their early attempts at "writing"), one can understand better the full range of their abilities. Hence a practical task of metalinguistic awareness research is to establish criteria of explicit awareness by which educators can say a child is ready to deal with the demands of formal or systematic reading instruction. Turning to adult metalinguistic awareness, researchers could focus on understanding as a function of what individuals have been exposed to, where they have been, and where they might yet go in their linguistic explorations. (RL)

ED 199 636 CS 005 918

Whaley, Jill Fitzgerald

Readers' Reactions to Temporal Disruption in Stories.

Pub Date—Dec 80

Note—11p; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developmental Stages, Discourse Analysis, Elementary Secondary Education, *Expectation, Grade 3, Grade 6, Grade 11, *Reading

Research, Reading Skills, *Structural Analysis (Linguistics), *Student Reaction
 Identifiers—*Disruptive Effect (Reading), *Story Grammar

A study was conducted to determine whether (1) readers would express an awareness of structural differences in the extent to which readers were aware of structural disruption, and (2) there were developmental differences in the types of structural disruptions that disturbed readers. Fifty third grade, 51 sixth grade, and 52 eleventh grade students participated in two tasks, which involved the manipulation of story parts: setting, beginning, complex reaction, attempt, outcome, and ending. The students read two stories silently and were instructed to tell the examiner if they encountered something wrong with the way a story was put together. The results indicated that the readers did not always express awareness of structural disruption, suggesting that they did not always expect each of the story parts to be present or in a specific place. In addition, older children were more aware of temporal and structural disruption than were younger children, and there were no developmental differences in children's awareness of various types of structural variations. (FL)

ED 199 637 CS 005 921

MacLean, Margaret

Considering Construct Validity in Incomplete Text Research.

Pub Date—Dec 80

Note—18p; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cloze Procedure, Context Clues, *Discourse Analysis, Hypothesis Testing, *Individual Differences, Literature Reviews, Predictor Variables, Reading Achievement, Reading Difficulties, Reading Processes, *Reading Research, *Research Design, *Test Validity

A review of research on "incomplete text," which refers to a variety of adaptations of cloze procedures, illustrates how construct validity has been considered and will need to be considered in future research on the subject. Much of the early research on incomplete text focused on product—providing quantitative assessments of comprehension—necessitating efforts to establish reliability and concurrent validity of the measures. As researchers became more involved in manipulating incomplete text, they began increasingly to investigate qualitative aspects of text processing and the issue of construct validity became more important than face validity, concurrent validity, and content validity. The trend has been toward considering text and to a lesser extent reader variables involved in processing information during reading. It appears that incomplete-text researchers need to look beyond simple differences in good and poor readers' cloze scores to determine why differences appear—and to understand how strategies are text or reader related. These insights will be easier to obtain when constructs underlying performance and a sampling of performance (through incomplete-text measures) are identified. (RL)

ED 199 638 CS 005 927

Wilson, Patricia

Answer Changing Behavior on Objective Tests:

What is Our Responsibility?

Pub Date—[79]

Note—6p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Instructional Materials, *Objective Tests, Reading Teachers, *Standardized Tests, *Study Skills, Teacher Education, Test Coaching, Test Results, *Test Wiseness

Identifiers—*Answer Changing (Tests)

Research indicates that when taking a standardized test that is not timed, students who have been coached to revise answers profit more from their changes than do those who receive no instruction at all. Some study skill books written for high school and college students give misleading advice not to change answers while some newer editions are giving a more accurate view of research in stating that revising answers will probably increase the student's score. Some tests, however, make no reference at all to changing answers as part of testwiseness. The

popular belief that the first answer is more likely to be correct can lower the scores of teacher candidates' tests, as well as the scores of their future students. Teacher educators need to report research findings on test taking and to encourage teacher candidates to share this information with their future students. (HTH)

ED 199 639 CS 005 928

Weinshank, Annette B.

Investigations of the Diagnostic Reliability of Reading Specialists, Learning Disabilities Specialists, and Classroom Teachers: Results and Implications. Research Series No. 88.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Sep 80

Contract—400-76-0073

Note—20p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 (\$2.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Elementary School Teachers, *Reading Consultants, *Reading Diagnosis, Reading Difficulties, *Reading Research, *Reliability, *Special Education Teachers
 Identifiers—*Diagnostic Reliability

A study of reading specialists conducted in 1977 revealed that their diagnostic reliability was very low. Mean diagnostic agreement between two clinicians on statements seen as characterizing a case was effectively zero. Mean agreement for one clinician's diagnostic statements on a case and its replicate over time was less than 0.23. In other words, fewer than one quarter of the statements were repeated for the identical case. Five subsequent studies were designed to account for the low findings and to expand the generalizability of the results to learning disabilities specialists and classroom teachers as well. Mean diagnostic agreement between two clinicians remained close to zero across all five studies. Mean diagnostic agreement for one clinician on a case and its replicate remained close to 0.23 across the five cases. The results were consistent across fields (reading, learning disabilities), types of practitioner (clinicians, resource teachers, classroom teachers), and settings (laboratories, classrooms). (Author/FL)

ED 199 640 CS 005 930

Woodward, Virginia A.

The Young Child's Concept of Story.

Pub Date—May 80

Note—15p; Paper presented at the Annual Meeting of the International Reading Association (25th, St. Louis, MO, May 14-17, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case Studies, *Child Development, *Concept Formation, Developmental Stages, Language Acquisition, *Language Experience Approach, Longitudinal Studies, *Story Reading, Young Children

Tracing the development of "concept of story" in one child from age three years to five years using the language experience task, a hierarchy of text/context relationships emerges. First there is the inventory stage whereby the child names and describes behaviors to objects. The second stage is descriptive and the child modifies the object and the action of the object beyond the situational context. The third stage is textual and involves text features such as whether the work is fiction or informational. Language strategies that are used include (1) predicting from what is known about print, and (2) editing—refining, elaborating, extending, and coordinating meaning. To understand the child's concept of story, educators need to look at story composition in different contexts, such as having students write their own stories, write stories from pictures, or reading a book. Each of these different contexts allows the child opportunities for examining and using alternate features of standard convention. (HOD)

ED 199 641 CS 005 931

Gove, Mary K.

Conceptual Frameworks of Reading Held by Teachers.

Pub Date—Apr 81

Note—61p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Beginning Reading, Classroom Techniques, Cognitive Processes, Elementary School Teachers, *Learning Processes, Models, Primary Education, *Reading Instruction, *Reading Processes, Reading Research, Reading Teachers, *Teacher Attitudes, *Teacher Behavior
 Identifiers—*Conceptual Frameworks

A study investigated the extent to which bottom-up and top-down conceptual frameworks of reading were held by primary grades teachers. In the first phase of the study, 66 teachers were given the Theoretical Orientation to Reading Profile (TORP), which was designed to reflect belief systems of reading instruction organized around a continuum from an emphasis on units of language smaller than words to an emphasis on units larger than words. In the second phase, 20 teachers whose TORP responses indicated a range of instructional emphases on the continuum were administered the Conceptual Framework of Reading Interview. This instrument was devised to elicit specific beliefs within the construct systems. Based on their responses, the teachers were identified as holding moderate or strong bottom-up or moderate or strong top-down conceptual frameworks. Analysis of the responses revealed that teachers with a strong bottom-up belief system tended to emphasize lower order units instructionally and to believe that students learn to read by learning decoding skills. Those with moderate bottom-up beliefs emphasized sounds, letters, and words instructionally. Moderate top-down teachers also believed that students learn to read by learning decoding skills; however, those holding both a moderate and strong top-down position believed that students learn to read by reading meaningful material. Those holding a strong top-down position emphasized higher order units instructionally. (FL)

ED 199 642 CS 005 932

Kohr, Richard L.

Correlates of Reading and Writing Achievement.

Pub Date—Apr 81

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Correlation, Elementary Secondary Education, Grade 5, Grade 8, Grade 11, *Predictor Variables, *Reading Achievement, *Socioeconomic Status, State Programs, State Surveys, *Writing (Composition)
 Identifiers—*Pennsylvania

Correlates of reading and writing achievement were examined in Pennsylvania's Educational Quality Assessment program. Data came from the 1978 and 1979 assessments of fifth, eighth, and eleventh grade students. The 35 variables serving as correlates were classified as school (manipulable) and home/community (nonmanipulable), and were derived from students, teachers, and the schools. The results were consistent with many other studies in demonstrating strong relationships between socioeconomic factors and building level achievement in reading and writing skills. These included a negative relationship with family size and positive relationships with parental education and occupation, amount of reading materials in the home, and percentage of white students. A number of school/teacher variables that reflected substantial correlations with achievement were found to undergo sizable reductions when parental occupation was partialled out. These included teacher perceptions of their relationships with students and parents, classroom disruptions, discipline problems, and satisfaction with parental relationships. A curvilinear relationship was found between building level achievement and two of the community variables, population density and stability of student residence. Student level correlations were characteristically much lower than those based on data aggregated at the building level. Parental and personal educational expectations were the most prominent correlates at the eighth and eleventh

grade levels. (RL)

ED 199 643 CS 005 933

Taylor, Elizabeth

Confirming Story Grammar Structures.

Pub Date—Dec 80

Note—12p; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Discourse Analysis, Higher Education, *Organization, *Pattern Recognition, *Reading Research, Retention (Psychology), Story Reading

Identifiers—*Schema Theory, *Story Grammar

A study was designed to discover whether readers use simple story grammar categories (setting, beginning, development, and conclusion) to organize the propositions of a story. Nineteen proficient readers were given a list of randomly ordered propositions that made up a simple story structure. Each reader was instructed to group the propositions into a set of categories. The category sorts obtained from the readers were compared, through the use of Target Partition Analysis, to the categories that J. Mandler and N. Johnson used to outline a prototypical story structure. The results indicated that readers initially ordered the propositions correctly but did not group them into the target categories. The largest discrepancies occurred in the placement of the beginning and development propositions. These results indicated that the prototypical story structures outlined in recent story grammars do not conform to the schema that many readers hold for a typical simple story. (Author/RL)

ED 199 644 CS 005 934

Powell, Glen

A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall.

Pub Date—Dec 80

Note—9p; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Learning Processes, *Reading Research, *Recall (Psychology), *Research Methodology, *Word Recognition
 Identifiers—*Imposed Mental Imagery, *Induced Mental Imagery, Meta Analysis

The meta-analysis method was used to summarize the findings of 23 studies of the word learning process that had used imagery as an independent variable as either an "imposed" or an "induced" condition. Imposed imagery investigations compared word recall on the basis of the imagery attribute of a word, while induced imagery studies compared word recall on the basis of the use of imagery as a mnemonic strategy. The results suggested that imposed and induced imagery had a great impact upon word recall. In the case of the imposed imagery investigations, high imagery words were much more easily learned than were low imagery words. Larger differences in the imagery control and repetition comparisons in the induced imagery studies suggested that mental imagery as a mnemonic strategy was quite effective. The findings imply that a meaning strategy (imagery) is a great deal more effective than rote memorization, and that the relative equivalence of sentence generation can be explained by the fact that it is a meaning producing strategy and that it probably produces an image through verbal processes. (FL)

ED 199 645 CS 005 935

Angelotti, Michael

Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth.

Pub Date—Mar 78

Note—29p; Paper presented at the Annual Meeting of the Conference on English Education (16th, Minneapolis, MN, March 16-18, 1978).
 Pub Type—Information Analyses (070)—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Content Area Reading, Context Clues, Elementary Secondary Education, *Learning Theories, Psycholinguistics, *Teaching Methods, *Vocabulary Development, Vocabulary Skills, Word Recognition, *Word Study Skills

Identifiers—*Multifeature Vocabulary Analysis Grid

The purpose of this paper is to suggest a point of departure for a coherent program of vocabulary growth. The paper offers three premises for a coherent program of vocabulary growth: (1) vocabulary is best learned as it functions in communication settings, (2) teachers can more effectively stimulate vocabulary growth if they attend more deliberately to vocabulary development as a multidimensional language phenomenon, and (3) the more teachers know about vocabulary, the better they can provide for its growth. Based on these premises, a "multifeature vocabulary analysis grid" (MVAG) is suggested as a mechanism that can be used to develop understanding of vocabulary and to sort out vocabulary knowledge as a function of five variables—print form, oral form, alternate (synonymous) form, concept, and experience. The first part of the paper defines the five dimensions of vocabulary growth as they relate to communication processes and the teaching of vocabulary. The second part discusses the multifeature vocabulary analysis grid and its potential for the classroom and for research. (RL)

ED 199 646 CS 005 936

Richardson, Judy S.

An Ethnographic Study of College-Aged Inefficient Readers.

Pub Date—80

Note—33p; Paper presented at the Annual Meeting of the College Reading Association (24th, Baltimore, MD, October 30-November 1, 1980).
 Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Course Evaluation, Ethnography, Higher Education, Programmed Instruction, Reading Difficulties, *Reading Improvement, *Reading Instruction, *Reading Research, Research Methodology, *Student Characteristics, *Study Skills, Teaching Methods, Tutoring

A study was conducted with 12 college-aged inefficient readers in a reading improvement and study skills course. Students were divided into types by the instructor, and the type of student who would do best with one of three types of independent projects was considered as a major question of the study. The student types were (1) gregarious and self-motivated, (2) independent but quiet and self-centered, and (3) passive and dependent. The three types of independent projects were a tutoring project, a log book project, and a programed workbook project. Results indicated that student type did not successfully predict achievement on a reading test or on grade point average. No clear evidence was found to show that particular student types did better with particular projects. Rather, a student's current situation and expressed goal, not social characteristics, led to project success. The log book group and programed workbook group were more successful than the tutoring group on a reading test and had higher grade point averages. (MKM)

ED 199 647 CS 005 938

Frattaccia, Enrico V. Frattaccia, Priscilla Kaye

Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School.

Pub Date—Jan 81

Note—11p; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (9th, San Antonio, TX, January 29-31, 1981).

Pub Type—Guides—Classroom—Teacher (052)—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, *Critical Reading, *Critical Thinking, Grade 7, *Honors Curriculum, *Independent Study, Junior High Schools, Learning Activities, Learning Motivation, Learning Readiness, Student Interests, Student Motivation, Student Projects, *Student Research, Units of Study

A student project was designed to promote the development of critical reading, critical thinking, and study skills in seventh grade honors students in a developmental reading program. Inherent within the design of the project was the notion that the students would select a topic of interest to research, thereby enhancing student motivation and their readiness to learn. During the second and fourth six-week grading periods of an academic school year, the students engaged in research units deve-

loped by their developmental reading teacher and a university professor. The research units, covering the entire six weeks of each grading period, consisted of seven steps and associated tasks that students were required to finish in sequence in order to complete the entire unit. The skills emphasized were gathering information, notetaking, outlining, organization, analysis of information, drawing conclusions, making judgments, predicting outcomes, and distinguishing between fact and opinion. In addition, converting outlines to paragraph form required teacher-directed review of formal writing skills. The projects received positive feedback from both the students and the educators who were shown the projects. (RL)

ED 199 648 CS 005 939

Shebilske, Wayne L. Fisher, Dennis F.
Eye Movements Reveal Components of Flexible Reading Strategies.

Pub Date—Dec 80

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Content Area Reading, *Eye Movements, *Knowledge Level, *Reading Processes, *Reading Rate, *Reading Research, Reading Skills

Identifiers—*Reading Strategies

The eye movements of two college graduates were monitored in a study of flexible reading, which is defined as the ability to adjust one's rate and approach to reading according to the purpose of reading, the difficulty of the material, and one's knowledge of the subject matter. The subjects were told to read an excerpt from a tenth grade biology textbook as if it were a homework assignment. They were tested with detailed essay and multiple choice questions after reading the selection twice. The first-reading data showed that subjects slowed down for ideas that tended to be recalled, for important ideas, for ideas that contained new or unfamiliar information, and for ideas containing a high number of prepositions essential to the gist of that idea. Analyses of the changes between first and second readings showed that the difference rate was correlated with meaning unit importance ratings, the average importance of prepositions in an idea, the prepositions essential to the gist of an idea, and serial position. The overall pattern of correlations showed that the subjects read important ideas 51 words per minute slower and unimportant ideas 84 words per minute faster on the second reading than they did on the first reading. These data support the notion that macro and micro variations in eye movement patterns resulted from flexible reading strategies under voluntary control. (RL)

ED 199 649 CS 005 940

Buck-Smith, Robin E.

The Effectiveness of Teaching the Nature, Purpose, and Language of Instruction of Reading to First Grade Children.

Pub Date—Jan 81

Note—12p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Grade 1, *Knowledge Level, Primary Education, *Reading Achievement, *Reading Attitudes, *Reading Instruction, *Reading Research, Student Attitudes

Identifiers—*Concept of Reading

A study was conducted to determine the effect of the direct and systematic teaching of the nature, purpose, and language of instruction of reading on first grade children's knowledge of this information, on their attitudes toward reading, and on their reading achievement. Subjects were 60 first grade students randomly assigned to one of two treatment groups. Group 1 received 20 supplementary lessons to reading instruction, each designed to teach the nature, purpose, and language of instruction of reading. Group 2 received unrelated treatment of 20 lessons, also supplementary to regular reading instruction, designed to teach reading skills using the newspaper as a source of materials. Independent t-tests were used to compare the two groups on the three dependent variables. Group 1 scored significantly higher on the measures of attitudes toward reading and of knowledge of the nature, purpose,

and language of instruction of reading. However, on the standardized reading achievement test, the mean scores for the two groups were not significantly different. (RL)

ED 199 650 CS 005 941

Sundre, Donna Karlin, Andrea

The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians.

Pub Date—Apr 81

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Dialects, *Blacks, Foreign Countries, Higher Education, Language Skills, *Oral Reading, *Phonology, *Reading Comprehension, *Reading Research, Reading Skills

Identifiers—Dialect Interference, *West Indians, *West Indies

A study investigated the relationship between phonological features in the oral reading of black West Indians and their reading comprehension. Subjects were 54 college students at the College of the Virgin Islands, St. Thomas. Each subject was recorded reading two passages and completed two cloze tests. The tapes then were analyzed for nine features of phonology. Bivariate correlations were computed to assess the relationship between each feature and reading comprehension. The results indicated no relationship between reading comprehension and phonological features related to pronunciation alone. However, significant positive relationships were found between features associated with verb tense and plural forms. The findings suggest that there is a relationship between a reader retaining "ed" endings when related to tense and retaining "s" endings when related to plurals and higher reading comprehension. (Author/FL)

ED 199 651 CS 005 942

Kamil, Michael L., Ed. Moe, Alden J., Ed.

Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference.

National Reading Conference, Inc.

Pub Date—79

Note—316p.; Proceedings of the National Reading Conference (28th, St. Petersburg, FL, November 30-December 2, 1978).

Pub Type—Collected Works—Proceedings (021)—Reports—Research (143)—Information Analyses (070)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adults, Children, College Students, Elementary Secondary Education, Higher Education, *Linguistics, Reading Attitudes, *Reading Comprehension, Reading Programs, *Reading Readiness, *Reading Research, Reading Skills, Reading Tests, *Remedial Reading, *Research Methodology, Semantics, Teacher Education

Identifiers—National Reading Conference (Organization)

The papers in this collection represent a wide spectrum of approaches, philosophies, viewpoints, and techniques of scholarly endeavor in their treatment of the reading process. The 55 papers, which were presented at the 1978 meeting of the National Reading Conference, are arranged according to the following categories: (1) reading readiness, (2) the word level processing of children, (3) the word level processing of adults, (4) comprehension, (5) remedial issues relating to children, (6) remedial issues relating to adults, (7) college reading, (8) instructional issues, (9) teacher training, (10) affective issues, (11) research methodology, and (12) linguistic awareness. Two addresses by the president of the organization are also included in the collection. (FL)

ED 199 652 CS 005 943

Stotsky, Sandra

Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material.

Pub Date—Dec 80

Note—11p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basal Reading, *Content Analysis, Elementary Education, Morphemes, Reading Instruction, *Reading Materials, Reading Research, *Textbook Content, *Textbook Evaluation, Textbook Preparation, Vocabulary Development, *Word Study Skills

Identifiers—*Prefixes

Seeking to discover how comprehensively and systematically one significant category of semantic elements is taught in current reading instructional material, a study surveyed the teaching and use of prefixes in the teachers' guides, readers, and workbooks (grades two to six) of six major reading series. Findings indicated that many of the most frequently taught and used prefixes were not taught in all reading series, with no apparent reasons for their omission. The data also revealed that sufficient opportunities for systematic vocabulary development with respect to most prefixes did not exist at many grade levels in the series that were studied. The following reasons were offered to explain the data: (1) a general lack of coordination between what is suggested in the teachers' guides and what is offered in corresponding reading selections, (2) a basic misunderstanding of prefixation in the English language by textbook writers or consultants, and (3) over-reliance on the principle of frequency or literary selections in determining the vocabulary used. Based on the data and these explanations, it was suggested that researchers may need to reassess the principles underlying the choice of vocabulary and the teaching of word analysis skills in instructional reading materials. (Author/RL)

ED 199 653 CS 005 944

Rhodes, Lynn K.

Visible Language Learning: A Case Study.

Pub Date—Apr 79

Note—30p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, GA, April 23-27, 1979).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Child Development, *Child Language, *Concept Formation, *Developmental Stages, Early Experience, Early Reading, *Language Acquisition, Letters (Alphabet), Reading Readiness, *Reading Research, *Written Language

Reading can be defined as a meaningful interaction with a print setting. Interactive models of reading assume that lower level and higher level processing occurs simultaneously, interacting with each other. The familiarity of the book, the context in which a sign occurs, and the illustrations of a book are all examples of print setting cues that some young children use in order to interact with a print setting. In a case study of a young girl's written language development between the ages of two and five, two questions were addressed: (1) How had the child been learning about written language? and (2) What had the child been learning about written language prior to formal instruction? In response to the first question, it was observed that the child determined the content, timing, and structure for her written language. In response to the second question, it was obvious that the child expected written language to be meaningful and personally relevant. She also learned that written language differed from oral language, and until the age of five, she paid little attention to the print in print settings. From the observations it was clear that the ability to label letters was not a necessary prerequisite to learning to discriminate between words or to recognize or produce words. (HOD)

ED 199 654 CS 005 945

Schell, Vicki J.

Learning Partners: Reading and Mathematics.

Pub Date—Mar 81

Note—15p.; Paper presented at the Annual Meeting of the Missouri State Council of the International Reading Association (14th, Columbia, MO, March 13-14, 1981).

Pub Type—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Reading, Graphs, *Mathematical Vocabulary, *Mathematics Instruction, Problem Solving, *Reading Comprehension, Reading Instruction, *Reading Skills, Secondary Education, *Symbols (Mathematics), Vocabulary Development, Word Recognition

Although many of the word recognition skills

needed to read narrative material are applicable to the language of mathematics, other specialized skills are also required to read mathematics materials. Among the factors contributing to students' problems in reading mathematics are the students' interest and motivational level, their readiness for reading mathematics, the reading level in narrative material, and the students' understanding of the purpose for reading mathematics. To help students associate the spoken words with the written word, teachers can point to words written on the chalkboard as they are spoken. In addition, an understanding of mathematical concepts can be developed through the use of a mathematics dictionary. Teachers should also be sensitive to the roots, prefixes, and suffixes as new words are introduced. In order to work successfully with symbols, students could be asked to interchange symbols, words, and pictorial representations. When reading graphic materials, students should be told to first survey the graphic to determine what it is about, the manner in which it is organized, and the information that it supplies. For the comprehension of mathematical sentences, students could be asked to write the sentences in as many different forms as possible. Finally, to prepare for reading word problems, they must be able to state the problem situation correctly in their own words. (HOD)

ED 199 655 CS 005 946
Fry, Edward

A Partial Reading Model Utilizing Language Unit Size by Frequency.

Pub Date—Dec 80
Note—11p.; Paper presented at the Annual Meeting of the National Reading Conference (30th, San Diego, CA, December 3-6, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Hypothesis Testing, *Models, *Reading Processes, *Reading Research, *Research Problems, Research Utilization, *Word Frequency, Word Lists

Identifiers—*Linguistic Units
Modern reading theories that are concerned with the reading process of either mature or immature readers show no clearcut concern with unit size. The various graphic units that are encountered by the reader include letters, graphemes, clusters (such as blends), syllables, phonograms, affixes and roots, words, phrases, sentences, paragraphs, chapters, and whole stories. The frequency of graphic units has a demonstrable effect on the reading process. There is little doubt that frequency does not play a prominent part in most theoretical reading models; however, frequency can tell something important about the reader's use of different language units. While this is only a part of a reading theory, any reading theory that omits any consideration of frequency of unit sizes is in itself a partial theory. (HOD)

ED 199 656 CS 005 947
Baumann, James F.

Research on Children's Reading Comprehension of Expository Prose: A Problem of Ecological Validity.

Pub Date—Jan 81
Note—18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Classroom Research, Educational Research, Elementary Education, Generalization, Laboratory Experiments, Reading Comprehension, *Reading Research, Research Design, *Research Methodology, Research Needs, *Research Problems, *Research Utilization

There is some confusion in discriminating basic educational research (which explores the why's and how's of learning) from applied research (which seeks to test the implications of basic research results) because some investigations are conceived without a clear purpose. Thus, it is not uncommon for researchers to suggest implications that overstep their methodology. Research emphasizes internal validity, or highly controlled experiments, at the expense of more ecologically valid classroom testing. For example, implications from results of a reading comprehension study were applied to a classroom, but the original study involved adults in a laboratory setting, with an unusual comprehension

measure. A replication of the experiment that corrected these deficiencies clearly proved that the classroom implications derived from the original study went far beyond the methodology. Credible implications can only come from studies designed with ecological validity. Researchers should replicate studies in a variety of contexts to ensure greater objectivity and inferences that are more applicable to the classroom. (HTH)

ED 199 657 CS 005 948
McCormick, Sandra

Reading Aloud to Pre-Schoolers Age 3-6: A Review of the Research.

Pub Date—Jan 81
Note—22p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (9th, San Antonio, TX, January 29-31, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Language Acquisition, Learning Readiness, Literature Reviews, Parent Influence, *Preschool Children, Preschool Education, *Reading Aloud to Others, Reading Attitudes, Reading Interests, Reading Readiness, *Reading Research, Teaching Methods

This document provides an overview, in table form, of research pertaining to the effects of reading aloud to preschool children, and stresses the important benefits that reading aloud to children has on language development, reading interest, and social attitudes and values. A reference list is included to allow teachers to locate the 12 original research reports for further information. (HTH)

ED 199 658 CS 005 949
Frankel, Alan D. Lindsey, William L.

Structuring an Adult Learning Environment.

Pub Date—Apr 81
Note—17p.; Paper presented at the Annual Symposium on Developmental/Remedial Education (4th, Rochester, NY, April 5-7, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Students, College English, *Curriculum Design, *Educational Needs, *Non-traditional Students, Program Descriptions, *Reading Skills, Relevance (Education), *Study Skills

Identifiers—*Mercy College NY
Mercy College in New York has devised a program that seeks to meet the special needs of returning adult students. To ease the restraints on the adult student's time and travel needs, the college holds classes in branches and extension centers throughout the urban area. It also offers eight-week courses that carry the same contact time requirements as the normal 16-week sessions, and offers courses during the spring, fall, and summer sessions. Two courses are required for incoming freshmen in the summer session—a reading/study skills course and a course in writing development. A noncredit freshman seminar is also required for the students. Each student is provided with a peer counselor to help in the transition to college life. Summer classes meet four days a week, with the fifth day, designated for cultural development, spent visiting museums, viewing plays, or engaging in other cultural activities. The needs of each student are diagnosed so that an individual plan for development can be prepared. To help the student in content area reading and study skills, the college uses a six-step procedure based on David Ausubel's concept of advanced organizers. The role of instructors is that of the goal-oriented, business-like classroom manager; however instructors must also serve as a source of enthusiasm and encouragement for the students. (FL)

ED 199 659 CS 005 950
Mason, Jana M.

Prereading: A Developmental Perspective. Technical Report No. 198.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 81
Contract—400-76-0116

Note—96p.
Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Beginning Reading, *Cognitive Processes, *Prereading Experience, Preschool Education, Reading Instruction, *Reading Readiness, *Reading Research, Young Children

After considering the advent of knowledge about prereading from a longitudinal perspective, this report then reviews the research on preschool children's attempts to read and offers a discussion of cross-sectional research on both prereading and beginning reading. The discussion is organized in terms of three hypothesized strands of prereading: reference, phonological awareness, and knowledge of terms and rules. When possible, the discussion is oriented toward the child's view of reading and its social and communicative value. The child's competencies and learning environment are featured in order to demonstrate that the proposed three-strand construct is supported by developmental and reading research and can be used to organize instructional questions. (Author/FL)

ED 199 660 CS 005 951
Steffensen, Margaret S. And Others

Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 81
Contract—400-76-0116

Note—44p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adverbs, *Black Dialects, Cloze Procedure, Elementary Secondary Education, Grade 3, Grade 6, Grade 9, Language Processing, Language Research, *Language Variation, *Reading Comprehension, *Reading Research, Sentence Structure, Syntax, *Verbs

Identifiers—*Tense (Verbs)
A study investigated one aspect of the speech-/reading comprehension relationship—that between the ability to select the correct standard English verbal endings (-s and -ed) and the ability to recognize the tense of a passage when time information was encoded primarily in the verbs and adverbs. Subjects were 135 third, sixth, and ninth grade students, who had been rated as either black English vernacular (BEV) or standard English (SE) speakers on the basis of a sentence repetition task. The students were first asked to complete passages that had been clozed for content words and verbs in the past and present tenses. In a second task, the student supplied time adverbials for 15 short paragraphs written in the past, present, or future tenses. On the cloze task, BEV speakers had significantly more errors for verbs than for content words when compared to SE speakers. They also had significantly more errors in selecting the appropriate time adverbial on the basis of tense. These findings were attributed to differences that exist in the verbal systems of SE and BEV. (Author/FL)

ED 199 661 CS 005 952
Raphael, Taffy E. And Others

Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80
Contract—400-76-0116

Note—58p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Processes, *Discourse Analysis, Grade 7, Junior High Schools, *Knowledge Level, *Reading Comprehension, *Reading Research, *Vocabulary

Identifiers—*Metacomprehension
A study examined the main and interacting effects of pragmatic, structural, and word-level manipulations of text on comprehension and compared the results to the effects of these variables on judgments of text comprehensibility and interest. Subjects were 120 seventh grade students who read a number of passages that differed in level of familiarity, "goodness" of structure, and vocabulary difficulty. The students either rated the comprehensibility of

each passage or answered a number of comprehension questions based on each passage. Both comprehensibility judgments and comprehension performance were positively related to topic familiarity and good story structure. Vocabulary difficulty was negatively related to performance on the comprehension measure only. (Appendixes contain copies of the stories and the comprehension questions used in the study.) (Author/FL)

ED 199 662 CS 005 953
Spiro, Rand J.

Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80
Contract—400-76-0116
Grant—79-4-8

Note—49p.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, Knowledge Level, Language Processing, *Prior Learning, Reading Comprehension, *Reading Processes, *Reading Research, *Recall (Psychology), *Research Needs, Research Problems, Retention (Psychology), *Theories

Identifiers—Schemata, Schema Theory

Considerable attention has been devoted in recent years to theories of text comprehension and recall that stress the importance of preexisting knowledge structures or schemata. While the valuable contribution such research has made to the understanding of the reading process and the various disabilities that often attend its acquisition must be acknowledged, several shortcomings of schema-theoretic work may restrict its future usefulness. These areas of concern include the specification of component processes and their patterns of co-occurrence in less able readers; individual differences in comprehension style; efficiency of knowledge-based processing (including issues of automaticity, immersion, cognitive economy of representation, and economical deployment of resources); learning (including trans-situational integration and conceptual change); and nonnotative aspects of understanding. (Author/RL)

ED 199 663 CS 005 954

Adams, Marilyn Jager

What Good is Orthographic Redundancy? Technical Report No. 192.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—BBN-R-4322
Pub Date—Dec 80
Contract—400-76-0116

Note—74p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Letters (Alphabet), *Orthographic Symbols, Reading Processes, *Reading Research, *Redundancy, *Word Recognition, *Written Language

Identifiers—Schemata

One of the most widely respected features of English orthography is its sequential redundancy. Its psychological reality is evidenced by the relative ease with which good readers can encode sequentially redundant nonwords as compared to arbitrary strings of letters. Its psychological importance is implicated by evidence that this advantage is generally depressed or absent among poor readers. A knowledge of orthographic redundancy facilitates the encoding of the identities and the order of letters in orthographically regular strings. Automatic preliminary syllabification is mediated by the reader's knowledge of orthographic redundancy. Orthographic redundancy is an essential property of our written language and the primary domain of its utility is in the reading of multisyllable words. Written English is a three-tiered system: it is at once an alphabet, a logography, and a syllabary. This insight adds meaning to our knowledge that logographies and syllabaries have not, in history, been abruptly displaced by alphabetic scripts, but instead, have evolved gradually into them. (HOD)

ED 199 664 CS 005 955

McConkie, George W.

Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Dec 80
Contract—400-76-0116
Grant—NIMH-MH-24241

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Algorithms, Educational Research, *Eye Movements, *Reading Research, *Reliability, *Research Methodology, Research Needs, *Research Problems, *Research Reports

Stressing that it is necessary to have information about the quality of eye movement data in order to judge the degree of confidence one should have in the results of an experiment using eye movement records as data, this report suggests ways for assessing and reporting such information. Specifically, the report deals with three areas: (1) characteristics of the eye movement signal, (2) algorithms used in reducing the data, and (3) accuracy of the eye position data. The paper argues that all studies involving eye movements data should report such information. Appendixes include linear interpolation algorithms for mapping the eye movement signal to stimulus space, and a way of obtaining an index of accuracy for each data point. (Author/FL)

ED 199 665 CS 005 956

McConkie, George W. Zola, David

Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date—Dec 80
Contract—400-76-0116
Grant—NIMH-MH-3288; NIMH-MH-24241

Note—55p.

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Context Clues, Literature Reviews, *Reading Processes, *Reading Research, *Visual Perception, *Visual Stimuli, *Word Recognition
Results from studies of language identification in noise and of word identification from tachistoscopic presentation clearly indicate that contextual information can be used to facilitate word identification under inadequate stimulus conditions. But these results do not provide strong evidence that such an interaction is occurring during normal reading. Other forms of evidence using tasks more similar to reading (proofreading errors and errors in reading aloud) produce the same dilemma. Three aspects of perception have been identified that might be affected by contextual information: where the eyes are sent, the visual region attended to, and the visual information within that region that is used for reading. But studies that have investigated perception during reading are not definitive on these issues; and there currently appears to be no clear evidence that the contextual information environment exerts control over what visual information is used in reading, that is, over the functional stimulus. In fact, subjects appear to be responding to considerable visual detail of words that are almost completely constrained by their prior context. From present evidence, then, it seems quite possible that contextual facilitation is not achieved by reducing the amount of visual information a reader acquires from individual words. (RL)

ED 199 666 CS 005 957

Spiro, Rand J. Taylor, Barbara M.

On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—400-76-0016

Grant—79-4-8

Note—43p.

Pub Type—Reports - Research (143)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, *Cognitive Processes, *Discourse Analysis, Elementary Education, *Reading Difficulties, Reading Instruction, Reading Processes, *Reading Research, Research Methodology

Identifiers—*Expository Text, *Text Classification

Conventional wisdom holds that many children experience difficulty when they first read expository material after spending most of their reading time with simple narratives. Unfortunately, there is little available data bearing on this belief, nor is it clear how one would go about testing the claim. The labels "narrative" and "expository" in fact reflect conglomerates of characteristics that affect text processing. However, these characteristics are not found exclusively in one type of text or the other—a narrative can possess many of the characteristics of expository and vice versa. If children do tend to have greater difficulty with expository text, it is because expository text tends to have certain traits that produce heightened psychological processing difficulty. Perhaps the traditional text-type classification should be abandoned in the study of reading difficulty. Instead, texts should be classified as a function of the characteristics they possess that influence processing. A multidimensional psychological classification scheme of texts could be used to identify children's text processing problems, to investigate the cause of those problems, and to bring about the appropriate instructional changes. (Author/FL)

ED 199 667 CS 005 958

Campione, Joseph C. And Others

Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—400-76-0116

Grant—NICHD-HD-00111; NICHD-HD-05951; NICHD-HD-06864

Note—67p.

Pub Type—Information Analyses (070)—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Research, Exceptional Persons, Generalization, *Learning Problems, Literature Reviews, *Memorization, *Mental Retardation, *Mnemonics, *Retention (Psychology), Special Education, Training Methods

A review of selected literature and data from specific experiments consistently indicates both the causes of poor memory performance by retarded children and the ways this performance can be improved. When memory tasks requiring the use of any of a number of mnemonic strategies are presented to retarded children, they seem to remain passive and fail to produce active memory routines. These difficulties can be overcome in one of two general ways: (1) teaching the children the necessary strategies, such as rehearsal and categorization; and (2) forcing the subjects to think more deeply about the to-be-remembered material when it is presented, a task that puts the burden on the instructor or experimenter rather than on the subject. In either case, the data from research have indicated that the memory performance of retarded children can be improved, often dramatically, as a result of well-designed training procedures. In addition, more recent work aimed at producing generalization has increased optimism that the memory skills of retarded children can be expanded from merely achieving retention of specific material to the internalization of memorization strategies. (RL)

ED 199 668 CS 005 959

Brewer, William F. Lichtenstein, Edward H.
Event Schemas, Story Schemas, and Story Gram-
mars. Technical Report No. 197.Bolt, Beranek and Newman, Inc., Cambridge,
Mass.; Illinois Univ., Urbana. Center for the
Study of Reading.Spons Agency—National Inst. of Education
(DHEW), Washington, D.C.

Pub Date—Dec 80

Contract—400-76-0116

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, College Stu-
dents, Concept Formation, *Discourse Analysis,
*Narration, Reading Materials, *Reading Re-
search, *Student Attitudes

Identifiers—*Schemata, *Story Grammar

An experiment was carried out to examine in-
dividual story schemata and a story theory. The
theory proposed relating structural characteristics
of narratives to the reader's affective response and
the reader's intuitions about what constitutes a
story. Two levels of narrative structure are dis-
tinguished by the theory: the chronological sequence
of events (event structure), and the order in which
events are presented in the narrative (discourse
structure). In the experiment, 103 college students
read different versions/organizations of the same
event structures, rated them for suspense and sur-
prise at four points in the passages, and made judg-
ments about the extent to which the narratives were
stories. As predicted by the theory, (1) different
discourse arrangements of the same event structures
produced different patterns of affective response;
and (2) discourse structures that produced suspense
and resolution, or surprise and resolution, were
judged to be stories, whereas narratives that did not
show these affective patterns were not judged to be
stories. The results were interpreted as suggesting a
reinterpretation of the story grammar literature.
(Author/RL)

ED 199 669 CS 005 960

Schenk, Randy

If You Teach Phonics, These 7 Suggestions Could
Help.

Pub Date—Nov 80

Note—18p.; Paper presented at the Meeting of the
Minnesota State Reading Conference (Mankato,
MN, November 7-8, 1980).Pub Type—Guides - Classroom - Teacher (052) —
Opinion Papers (120) — Speeches/Meeting Pa-
pers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Change Strate-
gies, *Classroom Techniques, Elementary Educa-
tion, Elementary School Students, *Exceptional
Persons, Learning Activities, Learning Problems,
Phoneme Grapheme Correspondence, *Phonics,
*Reading Instruction, *Teaching Methods

This paper offers seven practical suggestions to
teachers who are teaching phonics to hard-to-teach
children (the learning disabled, the educable men-
tally retarded, slow learners, and the culturally
disadvantaged) and who are not experiencing the
success they desire. The suggestions are made under
the following topics: (1) cumulative learning and
rapid rates (using flash cards to practice letter-sound
associations); (2) attention to the difference be-
tween symbol/sound, sound/symbol, and sound-
/sound; (3) direct instruction in the skills area; (4)
sufficient, appropriate practice activities; (5) teach-
ing the blending of sounds and letters; (6) studying
the sequence of intended material; and (7) allowing
for enough practice reading. Insights from these
seven suggestions are offered to support the contention
that phonics as taught today often fails to aid
the hard-to-teach child in beginning reading. The
paper also offers strategies to insure that the hard-
to-teach child learns to read. (RL)

ED 199 670 CS 005 961

Hanson, Earl

Increasing Reading Rates—Consideration of Physi-
ological Limitations and Suggestions for Teach-
ing.

Pub Date—Mar 81

Note—8p.; Paper presented at the Annual Meeting
of the Illinois Reading Council of the Interna-
tional Reading Association (13th, Springfield, IL,
March 12-14, 1981).Pub Type—Speeches/Meeting Papers (150) — In-
formation Analyses (070) — Guides - Classroom
- Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, Eye Fixations, Eyes,
*Physiology, *Reading Improvement, Reading
Instruction, *Reading Rate, Reading Research,
Reading Skills, Teaching Methods, *Vision

This paper reviews some of the physiological char-
acteristics of the reading act, including the struc-
ture of the eye and the limits and focusing area of
eye fixations. It then outlines a four-part method for
increasing reading rates of reading both easy and
study-type materials, a method that can be used
over 20 one-hour sessions with students who pos-
sess sufficient vocabulary and adequate comprehen-
sion. The conclusion of the paper stresses the
importance of personal tempo as a factor in the
variation of reading rates across individuals of equal
intelligence and ability. (RL)

ED 199 671 CS 005 963

Duggins, William McPherson, Carolyn

Classroom Reading Performance of Children in
Relationship to Age Differences within Grades.

Pub Date—[79]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.Descriptors—Age, *Age Differences, Elementary
Education, Minority Group Children, *Parent In-
fluence, Predictor Variables, *Racial Factors,
*Reading Achievement, *Reading Research, Suc-
cess

A study compared elementary school students'
classroom reading achievement levels to their
chronological ages, sex, race, and parents' educa-
tional levels. Subjects were 168 children in grades
one through four. The results indicated that reading
levels did covary with parent education levels, with
an additional effect of race indicated. No main or
interaction effects of sex were found. Students of
parents with education levels above high school per-
formed relatively better in reading than did students
of parents with education levels of high school or
lower. Minority group students of parents in both
education level groups performed poorly in reading
in relation to the majority group students. Another
finding was that from first through fourth grade the
students' reading achievement scores fell more and
more below the norm. This might be attributed to
the increased complexity of reading skills required
in the upper grades. (FL)

ED 199 672 CS 005 964

Smith, Shirley C.

A Resource Guide to Assist the Navy in Develop-
ment of Alternative Strategies to Meet Its Basic
Skills Needs.

Pub Date—Apr 81

Note—14p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (Los Angeles, CA, April 13-17, 1981).Pub Type—Reports - Descriptive (141) — Spee-
ches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Basic
Skills, *Career Development, *Instructional
Materials, Job Skills, *Military Personnel,
*Remedial Instruction, Resource Materials,
Teaching Methods

Identifiers—*Navy

As part of the United States Navy's efforts to
enlarge its pool of personnel who are qualified for
service and who will seek long-term careers in the
Navy, the research branch of the Chief of Naval
Education and Training contracted Research for
Better Schools (RBS), Inc., to examine two areas
related to personnel development: basic skills in-
struction and career development. Specifically RBS
examined the Navy's current basic skills remedia-
tion programs and needs, the existing Navy training
continuum (with particular reference to career op-
portunities), and current Navy programs and devel-
opment efforts in basic skills and career
development. These were examined in light of in-
structional approaches and systems used in adult
basic education programs around the country. The
major product of this effort is a reference document
that presents, in an easy-to-use format, information
on relevant programs, materials, and instructional
strategies from both the military and the civilian
sectors, as well as a list of individuals, organizations,
and periodicals specializing in areas relevant to fu-
ture Navy basic skills development. (Author/FL)

ED 199 673

Miller, James R.

A Knowledge-Based Model of Prose Comprehen-
sion: Applications to Expository Texts.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (Los Angeles, CA, April 13-17, 1981).
Pub Type—Information Analyses (070) — Spee-
ches/Meeting Papers (150) — Reports - Research
(143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Discourse Analysis, Expectation,
Knowledge Level, Models, Prose, *Reading Com-
prehension, *Reading Processes, *Reading Re-
searchIdentifiers—*Expository Text, *Prose Learning,
Schemata, Schema Theory

A model has been developed for studying the re-
lation between text structure and reading comprehen-
sion, emphasizing the reader's use of world
knowledge and text-structural knowledge to evalu-
ate and interpret meaning from text. When the high-
lights of the model are considered from the per-
spective of various expository texts used in re-
search on comprehension theory, two features indi-
cate the utility of using expository texts in research
on prose comprehension. First, expository texts are
far less constrained in structure than typical narra-
tive texts. As a result, a thorough explanation of
expository comprehension will require a detailed
investigation and description of bottom-up, text-
driven reading processes. Second, expository texts
offer a direct link to questions of learning. That is,
most expositions identify and explain concepts that
are new to the reader and that should be incor-
porated into the reader's knowledge structures as a
result of comprehending the text. (RL)

ED 199 674 CS 005 966

Beck, Isabel L. And Others

A Study of Instructional Dimensions that Affect
Reading Comprehension.

Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (Los Angeles, CA, April 13-17, 1981).Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Directed Reading Activity, Dis-
course Analysis, Grade 2, Primary Education,
*Reading Comprehension, *Reading Instruction,
*Reading Research, *Recall (Psychology), Teach-
ing Methods

A study investigated whether comprehension of a
text could be enhanced by careful structuring of the
lesson elements surrounding it. One group of ten
second grade children received a reading lesson as
prescribed in a basal series that directed attention to
irrelevant content while failing to highlight consis-
tently important story elements. A second group of
ten second grade children received a revised lesson
that consistently directed attention to important
story elements. Children reading the revised lesson
recalled more central content than did children
reading the original lesson. Poor readers recalled
more central content, while good readers exhibited
greater retention and elaboration of central content
in the revised lesson condition. (Author/FL)

ED 199 675 CS 005 967

Wolff, Diana And Others

The Effect of Instructions and Priming on the Use
of Analogy Strategies in Reading.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meet-
ing of the American Educational Research As-
sociation (Los Angeles, CA, April 13-17, 1981).
Pub Type—Reports - Research (143) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Decoding
(Reading), Developmental Stages, Grade 2,
Grade 5, Reading Difficulties, *Reading Instruc-
tion, *Reading Research, Reading Skills, *Teach-
ing Methods, Word Recognition, *Word Study
SkillsIdentifiers—Analogical Reasoning, *Analogy,
*Reading Strategies

A study was conducted to examine (1) the type of
instruction most likely to help both normal and
learning disabled readers use the analogy strategy in
reading novel words, and (2) how fifth grade dis-
abled readers compared with normal second and fifth
grade readers. Analogy strategies, the most abstract

of the reading strategies, are generally associated with older, more competent readers, who compare new letter combinations in unknown words with already known combinations, thereby making generalizations about the unknown word based on what is known. The subjects, 80 students in each of the three classifications, were randomly assigned to one of four instructional conditions (verbal instructions only, priming only, both verbal instructions and priming, and control), tested on a word recognition task, and retested with a transfer task. The results showed that the three instructional conditions were equally and significantly better than the control condition in getting the subjects to use analogy strategies. Subjects in the condition "verbal instructions only" scored significantly better than the other groups on the transfer of training task. It was also shown that the fifth grade disabled readers and the second grade normal children were significantly different from the normal fifth grade students and consistently applied similar strategies. (RL)

ED 199 676 CS 005 970
Furukawa, James M. Sakamoto, Takahiko
Differences in the Rates of Reading Problems in the United States and Japan: A Search for Causes.

Pub Date—Aug 80

Note—15p: Paper presented at the Annual Meeting of the World Congress on Reading (8th, Manila, Philippines, August 5-7, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, *Cross Cultural Studies, *Cultural Differences, *Foreign Countries, Kindergarten, Kindergarten Children, Language Acquisition, *Reading Difficulties, *Reading Instruction, *Reading Research, Reading Skills, Vocabulary Development
Identifiers—*Japan

It is estimated that approximately 15% of the school children in the United States have reading problems, while only about 1% of students in Japan have such difficulties. A joint study was conducted by researchers in the two countries to identify possible causes for this difference. Subjects were 61 Japanese kindergarten students in an urban school and 57 American kindergarten students from low socioeconomic backgrounds. The students were administered (1) a cognitive processing capacity test, (2) a letter/hiragana knowledge test, (3) a letter discrimination concepts test, and (4) a number concepts and principles test. The results showed that the Japanese students scored higher than the Americans on all four measures. The findings support the position that the incidence of reading difficulties in the United States may be attributable to a failure to provide adequate instructions. The findings suggest that adequate instructions, perhaps in the form of a model of teaching, may be one way of reducing reading difficulties in the United States. (FL)

ED 199 677 CS 005 972
Reading Instruction & Pupil Personnel Services (RIPPS).

Portsmouth School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—JDRP-74-124

Pub Date—Jan 78

Note—11p: For related documents see CS 005 972-979.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Program Descriptions, *Reading Difficulties, *Reading Programs, *Remedial Programs, *Remedial Reading, Validated Programs
Identifiers—National Diffusion Network Programs, *Reading Instruction and Pupil Personnel Services

This introduction to the Reading Instruction and Pupil Personnel Services (RIPPS) reading program briefly describes the program, which treats reading difficulties as a possible causal factor in a child's lack of progress in school, or as a symptom of other social, emotional, or physical problems that adversely affect the child. The introduction points out that the program, which was introduced in the Portsmouth, Rhode Island, school system, combines a multidisciplinary guidance approach with a corrective reading program, and is staffed by psychologists, psychiatrists, guidance counselors, social workers, a school nurse, and reading specialists. (HTH)

ED 199 678 CS 005 973
Kindergarten—How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook.

Portsmouth School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Note—23p: For related documents see CS 005 972-979.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Family Environment, Guides, *Kindergarten, Kindergarten Children, *Learning Activities, *Learning Readiness, Parent Child Relationship, *Parent Role, *Preschool Education, Prior Learning, Reading Programs, Reading Readiness, Validated Programs

Identifiers—National Diffusion Network Programs, *Reading Instruction and Pupil Personnel Services

The second of eight related documents, this handbook is designed to help parents prepare their children for kindergarten. The large print, illustrated booklet can be shared aloud with children to explain some of the activities, games, and exercises. The booklet also includes suggestions for parents to prepare a child for kindergarten—including such matters as how to wash in a bathroom and dress alone—and to help a child develop language and motor skills. (HTH)

ED 199 679 CS 005 974
The RIPPS Reading Program. Monograph 1.

Portsmouth School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 78

Note—37p: For related documents see CS 005 972-979. Best copy available.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Diagnosis, Elementary Secondary Education, Parent Role, Program Descriptions, *Reading Consultants, Reading Difficulties, *Reading Programs, Reading Tests, Records (Forms), *Remedial Programs, *Remedial Reading, Validated Programs
Identifiers—National Diffusion Network Programs, *Reading Instruction and Pupil Personnel Services

The third of eight related documents, this monograph deals with the remedial reading aspects of the Reading Instruction and Pupil Personnel Services (RIPPS) program. The duties of the reading specialists in the program are described, as is the process by which children are screened and selected for the program. The prescription and remediation processes are summarized, along with the recommended role of parents in the program. Appendixes include some of the forms used to record the child's progress. (HTH)

ED 199 680 CS 005 975
Early Identification & Readiness Program. Monograph 3.

Portsmouth School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Note—23p: For related documents see CS 005 972-979. Best copy available.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Diagnostic Tests, Family Environment, *Learning Readiness, Motor Development, Parent Role, Physical Development, *Physical Health, Preschool Children, Preschool Education, *Preschool Tests, Reading Programs, Reading Readiness, Records (Forms), Remedial Programs, *School Health Services, *School Registration, Screening Tests, Validated Programs
Identifiers—National Diffusion Network Programs, *Reading Instruction and Pupil Personnel Services

The fourth of eight related documents, this monograph describes the prekindergarten identification and readiness phase of the Reading Instruction and Pupil Personnel Services (RIPPS) program. The document describes the four major components of this phase: (1) a comprehensive registration, (2) parent information presentation, (3) health screening, and (4) development screening. The school health program is outlined, including information on immunization and when to keep a child home from

school with illness. Appendixes include the registration form, health and developmental screening forms, and a parent interview form. (HTH)

ED 199 681 CS 005 976
Pupil Personnel Services. Monograph 4.

Portsmouth School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Note—9p: For related documents see CS 005 972-979. Best copy available.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counseling Services, *Counseling Techniques, *Counselor Role, Elementary Secondary Education, Program Descriptions, Reading Programs, *Remedial Programs, *Remedial Reading, School Counselors, Social Workers, Validated Programs

Identifiers—National Diffusion Network Programs, *Reading Instruction and Pupil Personnel Services

The fifth of eight related documents, this monograph describes in detail the function of the counseling personnel in the Reading Instruction and Pupil Personnel (RIPPS) program. The duties of the counselor, who is the liaison between the student and the remaining staff members, and the functions of the social worker are outlined. Schematic diagrams indicate how the counselor may enlist the services of other staff members, such as teachers, psychologists, psychiatrists, or nurses. An appendix provides a brief history of a child whose problems warranted input from all available services. (HTH)

ED 199 682 CS 005 977

Parenting. Monograph 5.

Portsmouth School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 79

Note—16p: For related documents see CS 005 972-979. Best copy available.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Services, *Parent Child Relationship, *Parent Conferences, *Parenthood Education, Parent Influence, Parent Participation, *Parent Role, Parent School Relationship, *Parent Student Relationship, Parent Workshops, Program Descriptions, Reading Programs, Remedial Programs, Validated Programs
Identifiers—National Diffusion Network Programs, *Reading Instruction and Pupil Personnel Services

The sixth of eight related documents, this monograph describes the parent study group aspect of the Reading Instruction and Pupil Personnel Services (RIPPS) program. The document describes the background and rationale for this parenting program, designed to help parents understand their child and the role parents play in a child's development, and to teach parents skills that will help enable the child to function more effectively in school and at home. Procedures for notifying parents of the study group are given, followed by a description of the actual study group meetings. The goals of the program and the process by which those goals are met are also described. The advantages for a parent group whose leader is at once a family counselor, school psychologist, and a teacher are explored. The appendix contains a bibliography of suggested references for developing such a parenting program, a course outline, and guidelines for parents in the course. (HTH)

ED 199 683 CS 005 978

Adopting the RIPPS Program. Monograph 6.

Portsmouth School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 78

Note—24p: For related documents see CS 005 972-979. Best copy available.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Program Implementation, *Reading Programs, *Remedial Programs, Remedial Reading, Validated Programs

Identifiers—National Diffusion Network Programs, *Reading Instruction and Pupil Personnel Services

The seventh of eight related documents, this monograph describes the process for adapting the Reading Instruction and Pupil Personnel Services (RIPPS) Program to individual school systems. The appendix includes information designed to assist those involved in adapting the RIPPS program to their schools in writing proposals. Budget, students needs, objectives, and responsibilities of the demonstration staff and adaptation staff are some of the areas covered. (HTH)

ED 199 684 CS 005 979
RIPPS Student Selection Process. Monograph 8.
 Portsmouth School Dept., R.I.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date—Jul 77
 Note—23p.; For related documents see CS 005 972-978. Best copy available.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Admission Criteria, Diagnostic Tests, *Educational Diagnosis, *Educationally Disadvantaged, Elementary Secondary Education, *Needs Assessment, Program Descriptions, *Reading Programs, Reading Tests, *Remedial Programs, Remedial Reading, Screening Tests, Student Needs, Validated Programs

Identifiers—National Diffusion Network Programs, *Reading Instruction and Pupil Personnel Services

The last of eight related documents, this monograph describes the process for selecting students for the Reading Instruction and Pupil Personnel Services (RIPPS) program. The Title I guidelines for educationally deprived children are outlined, and the selection score criteria for kindergarten, grade one, grades two through four, and grades five through ten are then detailed. The appendix includes summaries of the tests used in the screening process, a teacher referral form for possible RIPPS students, and "selection scale score criteria worksheets." (HTH)

ED 199 685 CS 005 980
 Juel, Connie Holmes, Betty
Testing a Hierarchical Model of Word Identification.

Pub Date—Apr 81
 Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Cognitive Processes, College Students, *Context Clues, Decoding (Reading), Elementary Education, Grade 2, Grade 5, Higher Education, *Models, Phoneme Grapheme Correspondence, *Reading Processes, *Reading Research, *Redundancy, Word Frequency, *Word Recognition

Identifiers—*Orthographic Redundancy

A study was conducted into the operation of an interactive-compensatory model of reading. Specifically, it examined the development of context-free word recognition skills, their role in contextual reading, and the degree to which one word recognition skill might compensate another. Four word factors were examined: (1) orthographic redundancy (the total number of occurrences of specific letter combinations in specific word positions), (2) versatility (in how many different words specific letter combinations occur per position), (3) decodability (predictability of letter-sound correspondences), and (4) word frequency. Subjects were 12 good and 12 poor second and fifth grade readers and 24 college students. Each subject saw a word and two pictures displayed on a screen and decided which picture illustrated the meaning of the word. Effects of context on the word identification process were examined by comparing reaction times when words were presented with no context and with either average or rich sentimentally constraining context. Results indicated that with increasing age, readers became more sensitive to letter combinations that appear in particular positions in a number of different words, a factor that appears to play an important role in word identification. It also appeared that even highly constrained context did not significantly diminish the processing of word parts. (Author/FL)

ED 199 686 CS 005 981
 Ecoe, Adrienne S.

Word Association Extended: A Study of the Effects of Written Context on Word Meaning.

Pub Date—Apr 81
 Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Associative Learning, *Context Clues, Grade 6, Intermediate Grades, *Reading Research, *Semantics, *Word Recognition

A study extended word association methodology beyond isolated word stimuli to investigate the effects of written context on the meanings that proficient readers impart to words. A repeated-measures design was used to assess the responses of 62 sixth grade readers to target words at three levels: no context, limited context, and expanded context. Two means were used to assess the meaning of target words: number of response categories and proportion of paradigmatic responding. The results indicated that meanings attached to a word were more constrained when the word was embedded in a sentence than when it was isolated. The findings refute the implications of earlier word association research. (Author/FL)

ED 199 687 CS 005 982

Stratton, Beverly D. And Others
Use of Case History Data for the Development of Equations in Predicting High Risk, Reading Disabled Students.

Pub Date—Apr 81
 Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Birth Order, Correlation, *High Risk Students, Multiple Regression Analysis, Predictor Variables, *Reading Diagnosis, *Reading Difficulties, *Reading Research, *Siblings

Demographic data on 92 subjects identified as having reading problems were used to develop equations useful in identifying high risk, reading disabled students. Multiple linear regression analysis of the data indicated that reading disability (1) had a significant positive relationship with birth order and number of siblings; (2) had a positive but not significant relationship with chronological age and evidence of learning problems in the family; and (3) had a negative but not significant relationship with IQ. IQ was found to have negative but not significant relationships with birth order and number of siblings. The interpretation of the data suggested a possible link between reading disability and a lack of environmental stimulation. The importance of early identification and appropriate remediation was also apparent. (RL)

ED 199 688 CS 005 987

Fehr, Mary J. And Others
Children's Use of Speech Recoding to Obtain Meaning from Sentences.

Pub Date—Apr 81
 Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Child Development, *Developmental Stages, Elementary Education, Elementary School Students, Grade 2, Grade 6, *Inner Speech (Subvocal), *Reading Ability, Reading Comprehension, *Reading Processes, *Reading Research, Reading Skills

Identifiers—*Vocalization
 A study was devised for investigating developmental change in the extent to which children use a speech recoding process during silent reading to obtain meaning from sentences. The subjects, 48 second and 48 sixth grade students, were shown a series of single sentences that included equal numbers of sentences at the second, fourth, and sixth grade levels. Each sentence was followed by a test sentence either identical or semantically changed from the original. The child's task was to detect the test sentence change. Subjects performed the task twice, once while reading silently and once while vocalizing a word (to suppress speech recoding). Analyses of the data measured latency to decision,

accuracy of detection of sentence changes (signal detection), and detection of semantic change in test sentences. The data showed that children who were just beginning to read did rely more on a speech recode process during reading than did the older children with more fluent reading skills. Further, children used the recode process to facilitate sentence comprehension, particularly when trying to understand more difficult sentences. Contrary to prediction, latency to decision was greater for silent reading than for reading while vocalizing. (Author/RL)

ED 199 689 CS 005 988

Morgan, Argiro Louchis
Children's Inferential Comprehension of Pragmatic Causal Relations in Reading.

Pub Date—Apr 81
 Note—58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cognitive Processes, *Context Clues, Discourse Analysis, Grade 4, Intermediate Grades, *Reading Comprehension, *Reading Research, Recall (Psychology), *Semantics, Sentence Structure, *Syntax
 Identifiers—*Inference Comprehension, Schema Theory

A study investigated the separate and combined effects of the syntactic organization of the sentence, the contextual framework in which a message is embedded, and the readers' past experiences on children's inferential reading comprehension of pragmatic cause/effect statements. The subjects, 144 fourth grade students, were asked to specify the implied event frames of target stimuli that varied in semantic difficulty, contextual presentations, and syntactic form. Results showed that without controls over short term memory, the majority of students responded correctly to literal questions. More correct responses were given to questions based upon the frequent experiences of children than to questions based upon their less frequent experiences. The data also indicated that fourth grade middle-class children of average or above average reading ability were quite successful in retaining and repeating upon questioning a surface repetition of a deleted syntactic form regardless of whether the causal relationship was stated explicitly or implicitly. The findings suggest that if target information is presented in isolation rather than embedded in text, literal recall is enhanced. (Materials used in the study are appended.) (FL)

ED 199 690 CS 005 989

Kossan, Nancy E.
Children's Communication of Basic Level and Subordinate Level Semantic Contrasts.

Pub Date—Apr 81
 Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
 Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Child Language, *Classification, *Communication Research, *Communication Skills, *Developmental Stages, Early Childhood Education, Linguistics, Reading Research, *Semantics

Identifiers—*Semantic Contrasts

Developmental differences in preschool children's abilities to communicate about basic and subordinate level semantic contrasts were examined in a referential communication situation. Twenty-four three, four, and five-year-old children communicated with children of the same age and adults about pictures' referents. Speakers talked about one picture in each of 24 pairs, 12 of which were basic level contrasts (dog/cat), and 12 of which required subordinate level contrasts (poodle/collie). Results based upon child-listener referent selection indicated (1) a significant effect of age, with four- and five-year-old children selecting more correct referents than did three-year-old children, and (2) a significant category effect, with more basic level referents being selected than subordinate level referents. There was also a significant age by category level interaction in which four- and five-year-old children correctly selected more basic level referents than did the three-year-old children. Instructions to label each picture in a contrast prior to

communication resulted in improvement in four-year-old children's communication of subordinate level contrasts. The labeling and communication strategies used by subjects were shown to be a function of age and subject, experience with the task, and contrast type. The study of the referential use of standard linguistic descriptions for basic level and subordinate level semantic contrasts indicated taxonomic differentiation of concrete objects by the children. (Author/FL)

ED 199 691 CS 005 990

Hannafin, Michael J. Carey, James O.
Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose.
Pub Date—Apr 81

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Demonstrations (Educational), Educational Research, Grade 4, Intermediate Grades, *Learning Modalities, *Learning Processes, Multisensory Learning, Reading Research, *Recall (Psychology), Retention (Psychology), Study Skills, Teaching Methods, *Verbal Stimuli, *Visual Stimuli

Identifiers—*Prose Learning

A total of 152 fourth grade students participated in a study examining the effects of visual-only, verbal-only, and combined audiovisual prose presentations and different elaboration strategy conditions on student learning of abstract and concrete prose. The students saw and/or heard a short animated story, during which they were instructed to think of pictures, think of words, draw pictures, write sentences, or use their own strategy to help them remember the material. A 28-item test measured student recall of concrete and abstract prose immediately after and one week after the presentations. The audiovisual group recalled significantly more concrete and abstract information than students in the other groups, while the visual-only group had higher recall of concrete prose than did the verbal-only group. Repeated errors (making the same incorrect response in both the immediate and the delayed tests) were lowest in the combined audiovisual group. The visual-only group made more repeated errors for abstract prose than did the verbal-only group, but this pattern was reversed for repeated errors in concrete prose recall. Students using pictorial elaboration strategies made fewer repeated errors than did students using other elaboration strategies. (Author/RL)

ED 199 692 CS 005 993

Strickland, Dorothy S. Ed.
The Role of Literature in Reading Instruction: Cross-Cultural Views.

International Reading Association, Newark, Del.
Report No.—ISBN-0-87207-429-3
Pub Date—81

Note—53p.; Selected papers, Part 2, of the International Reading Association World Congress on Reading (7th, Hamburg, Federal Republic of Germany, August 1-3, 1978). For related document see ED 195 988.

Available from—International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 429, \$3.00 member, \$4.50 non-member).

Pub Type—Information Analyses (070) — Books (010)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Childrens Literature, *Cross Cultural Studies, Cultural Differences, Elementary Secondary Education, *Foreign Countries, *Literacy, *Literature, Motivation Techniques, *Reading Instruction, Reading Interests, Reading Material Selection, Translation

Identifiers—Japan

The four papers in this collection focus on cross-cultural concerns related to literature and literacy. The first paper discusses the development of children's literature as a field of study, and describes the emerging interest in children's literature as reflected in library collections, exhibits and book fairs, professional conferences, professional literature, and teacher education programs around the world. The second paper explores the problems connected with the translation of books for children. It describes the problems involved in the selection of books, the quality of the translation, and the difficulty in reviewing the books. The paper stresses the impor-

tance of making books from all countries available to all children in order to help them understand and appreciate the cultural diversity of the world. The third paper reports on the use of children's literature in early childhood education in Japan and describes how literature is used in the schools to support the social and cognitive development of young children. The final paper focuses on what various countries are doing to promote reading among children, as well as the general public. It describes book promotion projects and programs designed to develop lifelong reading habits. (FL)

ED 199 693 CS 006 001

Comprehension in the Content Areas, 7-12, Strategies for Basic Skills.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-79-7522

Pub Date—May 79

Note—117p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Basic Skills, *Concept Formation, Content Area Reading, *Creative Thinking, *Interdisciplinary Approach, *Language Skills, *Listening Comprehension, *Reading Comprehension, Secondary Education, Teaching Methods, Vocabulary Development, Word Recognition

Identifiers—*Hawaii

This handbook is intended for content area teachers in grades seven through twelve who want to help students improve their comprehension of both oral and written language. The first three chapters discuss the nature of comprehension and establish the general philosophical framework for the strategies and activities that make up the major portion of the book. The framework presented in these chapters focuses on student language, experience, and thinking; and it serves as a basis for instructional analysis and decision making. The activities and strategies are arranged according to three levels. Those activities presented at level one are intended to concentrate specifically on the language, experience, thinking, or word recognition needs of the students for the purpose of building a foundation for comprehension. Those activities offered at level two are designed to establish specific language, experience, or thinking linkages for use as an integral part of the concept development strategies. Instructional strategies offered at level three integrate and link the language, experience, and thinking activities from the first level into more holistic strategies for the purpose of concept development. Appendixes provide assessment samples and techniques, planning considerations for enhancing comprehension in the content areas, and ways to apply the techniques to specific content areas. (FL)

ED 199 694 CS 206 034

Lide, Francis

Sentence Combining and Error Reduction.

Pub Date—Nov 80

Note—14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Error Analysis (Language), Higher Education, Remedial Instruction, *Sentence Combining, *Syntax, Teaching Methods, *Writing Instruction, *Writing Skills

Based on the assumption that major sentence errors are caused by a deficit in syntactic fluency that can be aided by sentence combining instruction, student writing errors are analyzed in this paper and explanations are provided showing how these errors could have been prevented or reduced through instruction in sentence combining. Some types of errors and examples of sentence combining corrections discussed are (1) faulty coordination of sentence parts that can be remedied by using prepositions to embed sentences, and (2) comma splices that can be eliminated by using dependent clauses. (MKM)

ED 199 695

Henkins, Kathryn

Writing: Different Motivational Approaches.

Pub Date—Nov 80

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anthologies, Classes (Groups of Students), *Classroom Environment, *Creative Writing, Fiction, Grading, Higher Education, *Motivation Techniques, Poetry, Secondary Education, Writing Evaluation, *Writing Instruction, Writing Skills

Identifiers—*Heterogeneous Classrooms

Teaching poetry and fiction writing is most effective in classes where the student population is heterogeneous. The experienced writers help the beginners improve and the beginners provide a critical audience for the more advanced writers. Diversity in age and worldliness challenges the creative writing instructor to provide the opportunity for all the different perspectives and kinds of writing to emerge and provides a healthy, motivating atmosphere for student writers. Creative writing classes provide the real-life environment that can motivate students with writing weaknesses to practice and master the basics of grammar, spelling, and punctuation. The broader audience confronting the student whose writing will be read by a diverse class also motivates the student to write so that those with different perspectives and experiences will understand. Anthology readings successfully establish a common ground of understanding that prevents alienation of students from each other, and exposes them to different writing techniques and styles. The most successful grading policy in a diverse creative writing class is one of lengthy written comments on papers and letter grades based on consistent participation and completion of assignments. (HTH)

ED 199 696 CS 206 096

The Protection of Journalists. New Communication Order 4.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—[80]

Note—148p.; New Communication Order 4.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Civil Liberties, *Equal Protection, Foreign Countries, Foreign Policy, International Law, *International Organizations, *Journalism, *Policy Formation, Professional Associations, Safety, War

Identifiers—*News Reporters, *UNESCO

This report discusses UNESCO sponsored meetings concerned with the protection of journalists around the world. The first section of the report examines the efforts of UNESCO, including two studies commissioned by the International Organization of Journalists (IOJ) and the International Federation of Journalists (IFJ), which recommended that further study be given to the definition of "journalist," the protection of journalists on dangerous assignments and on assignments abroad, the protection of journalists at home, and international instruments. The second section examines the efforts of the International Commission for the Study of Communication Problems and the Protection of Journalists. Proposals by professional journalism organizations are offered in the third section. The preliminary draft international convention for the safety of journalists that was submitted to the Human Rights Commission of the United Nations is examined in the fourth section. The final two sections present the viewpoints of the IFJ and the IOJ. Appendixes include the Draft International Instrument submitted to the Consultation on the Protection of Journalists, a description of the World Press Institute, and recommendations of the Intergovernmental Conference on Communication Policies in Asia and Oceania concerning the World Press Institute. (HOD)

ED 199 697

CS 206 097

Jakimik, Jola. *And Others***The Influence of Spelling on Speech Perception.**
Pub Date—Nov 80

Note—13p; Paper presented at the Annual Meeting of the Psychonomic Society (21st, St. Louis, MO, November 13-15, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Auditory Perception, Decision Making, *Educational Research, Listening Skills, *Phoneme Grapheme Correspondence, *Pronunciation, *Spelling

Several experiments were conducted to show that knowledge of the spelling of words is involved in making decisions about how they are pronounced. The experiments used a lexical decision task with only spoken words and nonwords. Subjects in each experiment heard an uninterrupted list of spoken words and nonwords at a rate of about one item every two seconds and made a decision about every item. The major manipulations in the experiments were the phonemic and orthographic relationship between the target item, for which reaction time was measured, and the preceding item on the list. Three kinds of relationships were examined: (1) no relation between the target word and the preceding item, (2) target item related by sound to the item preceding it, and (3) target item related by sound and spelling to the item preceding it. The results indicated that orthographic overlap from the beginning of a word produced facilitation of decisions about spoken words, whereas comparable phonemic overlap did not. In addition, the spelling knowledge responsible for the facilitation came from recognizing an actual word. (FL)

ED 199 698

CS 206 127

Siegel, Gerald

Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students.

Pub Date—Mar 80

Note—8p; Paper presented at the Annual Meeting of the Pennsylvania College English Association (Pittsburgh, PA, March 28-29, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, College English, Course Content, Higher Education, *Individualized Instruction, *Literary Criticism, Literature Appreciation, Nontraditional Students, Novels, Social Problems, Teaching Methods, *Thematic Approach, Undergraduate Students, *United States Literature, *Writing Instruction, *Writing Skills

An individualized college writing and literature course, entitled "Fiction and American Society," was especially designed for a group of five nontraditional (older) undergraduate students. Through a combination of individual readings, student-professor conferences, and group meetings, the program sought to make the students familiar with a selected group of American novels and to generate critical discussion (oral and written). A list of American novels with social themes was developed, and each student prepared an individual list of at least seven titles which became a personal reading list for the course—although selections could be changed as work progressed. Materials used in the course consisted of individual novels, duplicated versions of each student's papers (generally exchanged at the weekly group meetings), brief biographical sketches of authors, a bibliographic source list and a library reserve list, personal bibliographic materials and background sources, and guide questions to direct student reading. Students were evaluated on the basis of seven or eight critical essays, each of which had to include views of at least one critical article and the student's response to that article. The students read extensively, developed their research skills, and produced well-written essays. While all admitted to feeling pressure, all but one met this challenge and felt favorably toward the course. (HOD)

ED 199 699

CS 206 153

Baron, Naomi S.

Writing Redux.

Pub Date—Dec 80

Note—13p; Paper presented at the Annual Winter Meeting of the Linguistic Society of America (San Antonio, TX, December 28-30, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Cognitive Ability, *Cognitive Processes, College English, Higher Education, Language Skills, Linguistics, *Literacy, *Writing (Composition), Writing Skills

Identifiers—*Metalinguistics

The recent concern for basic writing abilities presumes that writing is the primary context in which one learns to "think," and that such thinking can be generalized to all other academic disciplines. Linguists may ask whether literacy has any effect on mental functioning. If literacy is defined as the ability to record what can be spoken, decode what is written, and evaluate what is written, the third criterion separates basic literacy from higher literacy. The phylogenetic hypothesis on the effects of literacy asks what civilizing effects literacy has on people in general, and the ontogenetic approach asks how an individual's cognitive functions alter upon becoming literate. Some studies indicate that schooled literacy has a positive effect on thinking abilities, but tests with literate people with no schooling indicate that metalinguistic skills may not spontaneously emerge from learning to write. Where college English is concerned, teachers assume that because literacy in principle allows higher skills of language evaluation, it automatically entails such skills. Until teachers can distinguish those cognitive skills literacy may make possible from those which it necessarily entails, they cannot determine how much of higher education is bound up in learning to write, and how much involves skills of a different sort. (HTH)

ED 199 700

CS 206 154

Schlawin, Sheila A., Ed.

Writing Right Across the Curriculum, K-12.

Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.

Pub Date—80

Note—96p; Photographs may not reproduce clearly.

Available from—Dutchess Co. Board of Cooperative Educational Services, R. D. 1, Box 369 A, Salt Point Turnpike, Poughkeepsie, NY 12601 (\$4.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Classroom Techniques, Elementary Secondary Education, Inservice Teacher Education, *Interdisciplinary Approach, *Learning Activities, Lesson Plans, Summer Programs, Workshops, *Writing (Composition), *Writing Instruction, Writing Skills

Identifiers—*Writing across the Curriculum

Devised by participants in a summer workshop focusing on writing in the content areas, this guide contains activities for improving writing skills at all grade levels. The various sections of the guide provide the following: (1) a general discussion of teaching writing in all subject areas; (2) ways to use interviews to gather information for use in expository and other kinds of writing; (3) peer interviewing to help develop pieces of writing; (4) useful introductions to group work; (5) journal writing; (6) workshop activities that are adaptable to various grade levels and disciplines; (7) a science fiction unit; (8) lesson plans in observation for all grade levels; (9) ways to teach the use of symbols; and (10) a lesson plan for the building administration. In addition, the guide contains 17 lesson plans for all grades and subject areas. (FL)

ED 199 701

CS 206 157

Hartwell, Patrick

Writers as Readers.

Pub Date—Mar 81

Note—24p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, College Freshmen, *Comparative Analysis, *Evaluation Criteria, Graduate Students, Higher Education, Language Styles, *Literary Styles, Student Attitudes, *Student Reaction, *Writing (Composition), *Writing Evaluation, Writing Instruction, Writing Research

Identifiers—*Reader Response

In an informal experiment, ten pairs of passages covering a range of writing (poems, narrative prose, legal writing, "educationalese," anthropology, and literary criticism) were presented to two sections of freshman English and two sections of a graduate seminar in which the students were primarily experienced high school and college instructors. Students were asked to choose the "professional" writer and to explain their choice in a few sentences. Their responses indicated that mature reader/writers responded to content, global development, coherence, tone, audience, and voice. They also made sophisticated inferences about stylistic and rhetorical effectiveness. Weaker writers, who preferred student writing to professional writing, used criteria like smooth, flowing, easy to read, a rigid sense of preexisting rules of form and style, grammatical correctness, and personal, subjective responses to content. It would seem that weaker students learn what is taught them and what they learn gives them a model of literacy that helps them to behave in ways that make it harder to master literacy. This dilemma can be overcome by providing the students with access to models of reading and writing in a variety of ways, integrating the teaching of reading and writing, and providing the students with alternative criteria for judging their reading and writing. (HOD)

ED 199 702

CS 206 159

Hruska, Thomas J.

What Do You Expect, We're All Crooks.

Pub Date—Feb 81

Note—9p; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (16th, Minneapolis, MN, February 19-21, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Correctional Education, *English Instruction, Extension Education, Nontraditional Education, Nontraditional Students, Postsecondary Education, *Prisoners, Student Attitudes, *Student Teacher Relationship, *Teaching Conditions

This paper relates the conflicting impressions an English teacher who teaches extension courses at a maximum security prison has experienced while teaching literature and composition in such an environment. Anecdotes about individual prisoners and their circumstances reveal both the similarities and the extremely harsh differences between their classwork and the classwork of traditional college students. (RL)

ED 199 703

CS 206 160

Hruska, Thomas J.

Teaching Literature in Prison—Or Confessions of a Neo-Pragmatist.

Pub Date—Feb 81

Note—15p; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (16th, Minneapolis, MN, February 19-21, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Classroom Techniques, *Correctional Education, English Instruction, Extension Education, *Literature Appreciation, *Prisoners, Student Characteristics, Teacher Role, Teaching Methods

In spite of the many difficulties and limitations faced by a college English professor who chose to teach literature to prisoners, this paper reports that he was able to remain enthusiastic about the effort. While noting that the prisoners were not interested in literary form or theme, the paper describes how they were able to respond powerfully to what they read and how they often came to class eager to share their perceptions and feelings about episodes from such works as "Crime and Punishment," "Candide," "Heart of Darkness," and "The Adventures of Huckleberry Finn." The paper discusses the ways in which the prisoners were able to connect the lives

of the characters they read about with their own lives and offers examples of their written responses to various literary works. (FL)

ED 199 704 CS 206 161

Forman, Barbara R. Kinoshita, Yoshiko
Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.

Houston Univ., Tex.

Pub Date—81

Note—35p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjectives, *Comparative Analysis, *Cultural Differences, Early Childhood Education, English, Japanese, *Language Research, Reading Ability, *Sentence Structure, *Structural Analysis (Linguistics), Structural Linguistics, Surface Structure, Young Children

The role of linguistic structure in a referential communication task was examined by comparing encoding and decoding performance of 80 five- and seven-year-old children from Japan and the United States. The linguistic structure demanded by the task was the simultaneous encoding and decoding of attributes of size, color, pattern, and shape. (In English such coordination can be accomplished through prenominal adjective ordering rules—"a little brown, spotted dog." Japanese is a more agglutinative language in which the ordering of these attributes is quite flexible.) Subjects were preselected on the basis of a short term memory task. In addition to the communication task, they were given a perceptual matching test to assess the relative saliency of the four attributes. As expected, the saliency of the attributes was similar for American and Japanese children. However, Japanese children were more successful than American children in producing informative messages as well as in comprehending their own encodings and adult encodings. By age seven the American children seemed able to comprehend the linguistically coordinated manner of adult descriptions as well as did the Japanese children. (Author/RL)

ED 199 705 CS 206 162

Sledd, James

From Black-White Speech Relationships to the Ethnography of Communication, or, Who Profits from Research?

Pub Date—[80]

Note—22p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Dialects, Blacks, Creoles, *Diachronic Linguistics, *Dialect Studies, Ethnography, *Language Research, Language Variation, Research Needs, Research Problems, *Sociolinguistics

This paper makes three arguments reaffirming the overwhelming complexities inherent in any real history of the language of blacks in North America. (1) Although the study of black English, however that term may be defined, is desirable in itself and was profitable for white linguists during the 1960s and early 1970s, it did not and never will do much to improve conditions of life among speakers of the dialect or dialects so called. State supported schools support the state, and state supported research supports the state and the researchers. (2) The opposition between creolist and dialectologist, which remains the best known product of the mainly white black-English industry, is an obstructive oversimplification of a complex history. (3) Positions called "creolist" have commonly been stated more confidently than the evidence can justify, so that in the popular mind a definition of black English as a "family of creole-based dialects" is often accepted as past question or refinement; but a better point of departure for further study would be a careful distinction between assertion and established fact and an actively inquiring agnosticism where fact is not established. (Author/RL)

ED 199 706 CS 206 163

Wooten, Judith A.

Audience-Based Composition: The Freshman Writer and the Professional Journalist.

Pub Date—Mar 81

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, College Freshmen, Higher Education, *News Reporting, Student Reaction, *Writing Instruction, *Writing Research, *Writing Skills

Identifiers—*Audience Awareness, News Reporters, *Revision (Written Composition)

If the measure of success in nonfiction prose writing is the writer's ability to communicate whatever it is he or she wishes to communicate, the purpose in writing must be defined with reference to the reader. Papers produced for freshman composition courses frequently show that students do not anticipate an audience. Information about audience constraints of professional writers may help design writing tasks and evaluation procedures to encourage students to take a more professional attitude toward their writing. Of all professional writers, journalists seem to come closest to student writers because they operate under similar constraints. To discover how news reporters are affected by audience constraints, reporters were asked to prepare protocols while they wrote actual stories for publication. The reporters were then interviewed about the organization, syntax, and diction they used in various versions of the story. Students were also asked to record either on tape or in the margins of their papers the reasons for any changes made as they drafted and revised. A comparison of responses revealed that journalists thought of the audience and reader more than did the college freshmen. Until courses can be designed to give students audiences in addition to the grader/teacher, they will not be able to write for others. (HOD)

ED 199 707 CS 206 164

King, Barbara

The Writing Center and the Library: Teaching the Research Paper.

Pub Date—Mar 81

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Library Skills, Program Descriptions, Program Effectiveness, Questionnaires, *Research Skills, Writing (Composition), Writing Evaluation, *Writing Instruction

Identifiers—*Research Papers (Students), Rutgers the State University NJ, *Writing Laboratories

A five-week tutorial minicourse offered by the Douglas/Cook College Writing Center at Rutgers University helps students develop skills in research writing. The first service the Writing Center offers is a "term paper strategy session," in which students meet with a reference librarian to examine the various reference sources available. Students may then return to the writing center for help with notetaking or organizing and revising their papers. The center also offers a "visiting tutor" program, in which a staff member and a librarian visit classes before students begin the research process. Using an experimental group and a control group of students from two sections of a course taught by the same instructor and given the same research assignment, the writing center assistant director and a reference librarian conducted a study to determine the effectiveness of this joint approach. When the final papers were evaluated on an analytical scale it was found that the experimental group, which had been visited by writing center staff and had met with a librarian, produced papers that were better written and contained better research material than those of the control group, which had not received special instruction. The course was so successful that the center plans to expand the program to reach a greater number of students. (Appendixes with the analytical grading scale and a questionnaire given to writing center students are included.) (HTH)

ED 199 708 CS 206 165

MacKay, Carol Hanbery

Sequencing and Branching: Implications for Theory and Practice.

Pub Date—Mar 81

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *Curriculum Design, Educational Strategies, *English Curriculum, Flexible Progression, Higher Education, *Individualized Instruction, Learning Theories, *Sequential Approach, *Writing Instruction

Identifiers—*Curriculum Theories

The theory behind curriculum branching (course options extending from the core curriculum) shows how such extensions can aid the writing curriculum by fruitfully integrating branching into the sequencing of writing courses. The theory first reminds educators of the complex mix of developmental factors and individual differences-of step-by-step procedures and intuitive leaps within specified frameworks. Second, it shows that the nontraditional workshop approach is hardly at odds with branching, for self-pacing and the use of adjunct courses fit into the larger view of sequence and hence sequential branching. This revitalized concept of branching can support both sequencing and individualized instruction by strengthening the ideal behind each concept and by uncovering individual sequences. The mere fact of pluralism does not guarantee that individual differences will be acknowledged and worked with, but branching built into an overall sequential writing program encourages an increased degree of self-awareness and individual growth. Based on this theory, three steps for integrating branching into writing sequences arise. Speaking to the issues of informed alternatives, individualized learning, and the goals of writing sequences, these recommendations are as follows: writing teachers need (1) to clarify the structure underlying the writing program and communicate it to the students, (2) to consult process as a guide to overall sequence, and (3) to build toward a final writing course that unites maturation and motivation with cumulative skill. (RL)

ED 199 709 CS 206 166

Houston, Linda S.

Technical Writing Practically Unified through Industry.

Pub Date—Mar 81

Note—25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Colleges, *Agricultural Education, *Business Communication, *Business Correspondence, *Course Content, Course Descriptions, Curriculum Development, English Curriculum, *Individualized Instruction, Integrated Curriculum, *Technical Writing, Two Year Colleges, *Writing Instruction, Writing Skills

Two technical writing courses at a two-year agricultural college were designed to meet the individualized needs of students in various agricultural studies in the animal industries, horticulture, agricultural business, and agricultural mechanics. Offering a technical writing program based upon the writing tasks of the students' intended occupations required consultation with advisory committees of the various agricultural programs. These committees, composed of eight to fifteen people in actual industry positions and farm operations, provided over 200 responses and comments on what they considered necessary in the English courses at an agricultural college. This feedback resulted in the revision of the existing technical writing course and the creation of a second writing course with additional emphasis on business letter writing. Students in these technical writing courses write business letters specific to their field of agricultural study (at times with suggestions from their agricultural studies advisors), prepare seven types of research reports, and develop specific communication skills for meetings, telephone calls, newsletters and brochures, advertising and news articles, interviews, and communication among workers. (Appendixes provide course outlines, course syllabi, and samples of assignments.) (RL)

ED 199 710

CS 206 167

Bloom, Lynn Z.

Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education.

Pub Date—Mar 81

Note—22p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anxiety, *Change Strategies, Doctoral Dissertations, *Graduate Students, *Graduate Study, Higher Education, *Student Attitudes, Student Problems, Student Teacher Relationship, Teacher Role, Theses, *Writing (Composition) Identifiers—*Writing Apprehension

A major cause of writing anxiety among graduate students is their previous academic success. Graduate students are also plagued by their multiple roles and ambiguous situations, the mixture of dependence and independence, and freedom and responsibility—all of which create tensions and problems particular to their writing. Graduate schools can offer help by (1) establishing programs that incorporate thesis and dissertation research into the course work, (2) providing realistic but firm deadlines for the completion of courses and graduate degrees, (3) providing more information about research methodology and writing, (4) explaining the advantages and disadvantages of various organizational formats typical of papers in the student's discipline, (5) telling students what the faculty expects in breadth and depth of research investigation, (6) helping students to schedule their time and effort realistically, and (7) keeping the students accountable to their timetable. Students can help by communicating continually with their professors; by asking the professors to help establish a time schedule both for submitting work and receiving commentary; by arriving at a clear understanding about the scope, emphasis, and length of the dissertation; by showing a preliminary draft of each chapter; by working at the campus or designated research facility; and by striving to attain a realistic balance between efficiency and perfection. (HOD)

ED 199 711

CS 206 168

Gracie, William J., Jr.

Directing Freshman English: The Roles of Administration in Freshman English Programs.

Pub Date—Mar 81

Note—9p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, *Administrator Role, College English, College Freshmen, Department Heads, Educational Objectives, Educational Philosophy, *English Departments, Higher Education, Writing (Composition), *Writing Instruction

Identifiers—*Freshman Composition

In the many conferences, workshops, and panels for writing instructors the role of director of freshman English has been routinely ignored. The typical director does not even have a job description. But directors should interpret this lack of specifics to mean that they are not administrators set apart from faculty, but are engaged with faculty in a common enterprise. As an individual faculty member, a director should strive to implement change, should foster collegiality, and build on existing strengths. When making program changes, a director should enlist the combined efforts of as many faculty members as possible. The sharing of ideas and responsibility will in itself foster collegiality, a sense of unity of purpose among the many facets of the department. Finally, as directors of freshman English translate theory into practice in the composition classroom, they need to perceive the strengths and weaknesses of their departments, and to have a sense of the institution's perception of itself, its history its educational philosophy, and the role that freshman English is to play. (HTH)

ED 199 712

CS 206 169

Baker, Patricia

Sabbatical Report: A Study of College Freshman English Courses.

Pub Date—Aug 80

Note—13p.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, College Freshmen, *Course Content, *Course Organization, *Curriculum Evaluation, *English Curriculum, Higher Education, *School Surveys, Two Year Colleges, *Writing (Composition), Writing Instruction Identifiers—*Freshman Composition

The results of an informal, random survey that examined the freshman English offerings in 23 two-year and four-year colleges are contained in this paper. Among the findings reported are the following: (1) the majority of schools surveyed used a placement test of some kind, and over half required students to enroll in a particular course based on test scores; (2) the majority of schools used a rhetoric handbook and a book of essays or a combination of the two; (3) the number of papers students were required to write ranged from four to twelve per course; (4) verbal communication skills received little or no emphasis in most courses; (5) developmental English courses were of major concern to most schools; (6) the importance of individual student conferences was stressed by most schools; (7) systems for evaluating students' written work differed from school to school; and (8) several schools offered a library research paper course that focused exclusively on the techniques for writing such a paper. Appendixes contain a copy of the questionnaire used in the survey, along with the number of responses to each question and a list of schools responding to the survey. (FL)

ED 199 713

CS 206 171

Irwin, Glenn, Ed.

In Search of the "Write" Way.

Texas Joint Council of Teachers of English, Houston.

Pub Date—81

Note—32p; The Texas Joint Council of Teachers of English is an affiliate of the National Council of Teachers of English.

Journal Cit—English in Texas; v12 n3 Spr 1981

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Humor, *Inservice Teacher Education, Mexican Americans, Nontraditional Students, *Teacher Role, *Teaching Methods, Writing (Composition), *Writing Exercises, *Writing Instruction Identifiers—*National Writing Project, NorthEast Texas Writing Project, *Research Papers (Students), Texas Hill Country Writing Project

The 17 articles in this journal issue focus on writing and writing instruction. The articles discuss the following: (1) the NorthEast Texas, Texas Hill Country, and University of Arizona writing projects; (2) the necessity of dealing with truth in the writing class, not as a concept to be defined, but as an act that creates and recreates relationships between people; (3) using the "I-Search" process developed by Ken Macrorie as an alternative to the research paper; (4) teaching the research process through the use of minipapers; (5) writing as communication; (6) the use of "workshopping" (peer critiques) to teach composition; (7) teaching composition to Chicano students; (8) a sequence of writing exercises designed to introduce what the writing instructor wants the students to emphasize in their work; (9) a "speak-write" rehearsal technique for use with basic writing students; (10) the advantages of teaching the techniques of writing before allowing students to write; and (11) the "role of the period" in the composition process. (FL)

ED 199 714

CS 206 172

Long, Maxine M., Ed. McCleary, William J., Ed.

Focus on Literature.

New York State English Council.

Pub Date—81

Note—26p.

Journal Cit—The English Record; v32 n1 Win 1981

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescent Literature, Drama, *English Instruction, *Literary Criticism, Literary His-

tory, *Literature Appreciation, Novels, Poetry, Secondary Education, Sentence Structure, Teaching Methods, Writing Exercises, Writing Instruction

The seven major articles in this journal issue are devoted to literature and to literary analysis. The articles deal with the following topics: (1) collapse and regeneration in Walt Whitman's "Song of Myself," (2) freedom and identity in "Invisible Man," (3) the character of St. John Rivers in "Jane Eyre," (4) integrating poetry study and composition exercises through the use of paraphrase, (5) drama between 1650 and 1870, (6) teaching topic sentences, and (7) evaluating novels for young adults. (FL)

ED 199 715

CS 206 173

Adams, Dale T.

The Use of Prose Models in Teaching Composition.

Pub Date—Oct 80

Note—11p; Paper presented at the Annual Meeting of the Southwest Regional Conference on English in the Two-Year College (Austin, TX, October 9-11, 1980).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, Classroom Techniques, *Expository Writing, Higher Education, *Models, Student Writing Models, *Teaching Methods, Two Year Colleges, *Writing Instruction

This paper offers a model to be followed by students completing a writing assignment. The model, designed originally for writing students at two-year colleges, prescribes the number of paragraphs and the content of each paragraph. Suggested topic assignments are offered, and an example of the use of the model is provided. Four steps are proposed for conducting writing assignments based on models that illustrate the aims and modes of discourse. These steps include assigning for outside reading an essay that follows the model, discussing in class the outside reading and some of the possible topics that might be used effectively with the form of the model, handing out the prescriptive model and the possible topics, and having the students read and discuss other students' essays on the same assignment (usually providing both acceptable and unacceptable examples). The final section of the paper defends the use of models in writing classes, listing four advantages of using the approach. (RL)

ED 199 716

CS 206 174

Jenkinson, Edward B.

Forty Targets of the Textbook Protesters.

Pub Date—Oct 80

Note—10p; Paper presented at the Annual Meeting of the Ohio Council of the International Reading Association (26th, Columbus, OH, October 10-11, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Attitude Change, Attitudes, *Censorship, *Controversial Issues (Course Content), Humanism, *Humanistic Education, Humanities, Instructional Materials, Literature, Moral Values, Textbook Evaluation, *Textbook Selection

Identifiers—*Falwell (Jerry), Gabler (Mel), Gabler (Norma), *Moral Majority

This paper gives a brief history of the Reverend Jerry Falwell's Moral Majority campaign against humanism in public school education. The document describes the successful textbook evaluation strategies of Mel and Norma Gabler of Texas, on which Dr. Falwell relies heavily, and lists 20 organizations protesting textbooks, library books, and reference books, along with 40 subjects which they oppose. Among the 40 targets of protest are sociology, anthropology, the humanities, world history that mentions the United Nations, black literature, profanity, violence, human development programs, and assignments that lead to self-awareness and self-understanding and help students make value judgments. The document concludes with a discussion of some oversights by teachers that have helped to foster censorship attitudes and some strategies for countering these attitudes. (HTH)

ED 199 717 CS 206 175

Gere, Anne Ruggles. *And Others*.
Measuring Teacher Attitudes toward Instruction
in Writing.
Pub Date—[80]
Note—22p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Correlation, Educational Research,
Individual Development, Nature Nurture Con-
troversy, *Teacher Attitudes, Teacher Behavior,
*Teacher Characteristics, *Writing Instruction
Identifiers—*Writing Apprehension

Data were obtained from 311 teachers in order to sample a wide domain of attitudes toward writing instruction and writing anxiety. The subjects' responses were organized along four attitudinal dimensions: (1) the importance of standard English in writing instruction (SE), (2) the importance of defining and evaluating writing tasks (DE), (3) the importance of student self-expression in writing instruction (SE), and (4) the importance of linguistic maturity in writing instruction (LM). The positive correlations between DE and both LM and SE, coupled with the negative correlations between DE and both LM and SE suggested that the four scales fell into two subgroups that identified discrete teacher characteristics. Teachers who scored high in the SE/DE subgroup agreed strongly with items concerning correctness, usage, and forms; and they viewed evaluation as a means of assuring adherence to these items. In contrast, teachers who scored high in the LM/SE subgroup agreed strongly with items emphasizing the importance of experience, exploration, personal relationships, and individual development. These two subgroups bear a direct relationship to Barry Kroll's designations of writing instructors as interventionists and maturationists, designations that correspond to the competing theories of nature versus nurture in human development. (RL)

ED 199 718 CS 206 176

Veit, Richard.
Reducing Anxiety in Writing Instruction.
Pub Date—Nov 80

Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (70th, Cincinnati, OH, November 21-26, 1980).
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, Elementary Secondary Education, Grading, *Teacher Improvement, Teaching Methods, Writing (Composition), *Writing Evaluation, *Writing Instruction, *Writing Processes
Identifiers—Revision (Written Composition), *Writing Apprehension

To mimic as closely as possible successful classroom procedures, NCTE convention speakers should be assigned topics one hour before their sessions, with only the rhetorical form specified. The audience should shout evaluative comments during presentation and the recorder should interrupt at each spelling and punctuation error. A final grade should be forwarded to the speaker's employers. The chief absurdity of this format lies in the fact that in the world outside the classroom writers do not write under such conditions. The question arises whether the pressures and anxieties teachers impose upon student writers in the classroom are unproductive. Many children bring a spirit of language experimentation to school that is gradually changed to anxiety and error avoidance. Teachers can reduce anxiety by lessening the tyranny of grades and presenting enthusiasm for writing. Assignments should be realistic and pertinent to students' future lives. Free writing exercises and the opportunity to revise papers will produce papers of improved quality. Modeling classroom writing procedures on the practices teachers themselves engage in can create conditions for progress in students' development as writers. (HTH)

ED 199 719 CS 206 177

Veit, Richard.
Creating Conditions for Learning: A Further Argument for Free Writing.
Pub Date—Mar 81

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Elementary Secondary Education, Higher Education, Pre-writing, Skill Development, Writing (Composition), *Writing Exercises, *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—*Free Writing, Writing Apprehension

In addition to enabling students to discover ideas and providing them with raw materials that they can shape into polished drafts, free writing can give students experience, thus making them more comfortable with writing. Beginning each class with free writing activities on topics of enough interest that they distract reluctant writers from self-consciousness can be a very successful activity. Formats such as self-analysis, role playing, description, or argumentation may vary, but the instructions for free writing are basically the same: write rapidly, whatever comes to mind, without worrying about spelling, mechanics, or awkwardness. Feel free to experiment, there is no right or wrong; free writing will never be corrected or graded. Free writing is a process, not a finished product. One reason why some students write poorly is that much of their previous instruction emphasized correct surface features rather than the steps real writers follow toward their finished product. Volunteers reading their writing aloud and students responding to each other's writing are among alternatives to grading. Free writing can create conditions like those in which children acquire language: through trial and error they succeed in constructing an expanded and more competent grammar, and their joy in the process is both an end in itself and a means to further achievement. (HTH)

ED 199 720 CS 206 178

Cannon, Walter W.
Terrors and Affections: Students' Perceptions of the Writing Process.

Spons Agency—National Endowment for the Humanities (NEH), Washington, D.C.
Pub Date—Mar 81

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case Studies, *College Freshmen, Higher Education, Longitudinal Studies, *Student Attitudes, *Writing Processes, *Writing Research

Identifiers—*Writing across the Curriculum

To determine what entering college freshmen think they are doing when they write, a study examined the kind of writing that goes on outside the classroom through a one-year case study of 17 students. All written material done outside of class was collected and each writer was interviewed at least once per term. A system of classification was then applied to the writing, consisting of seven items: invention, audience, voice, intention, style, arrangement and revision. Among the findings were the following: (1) students with low ACT scores did not mention a concern for the audience when they wrote, while others with scores near the middle either were oppressed and puzzled by it, or knew the audience and were rather cynical about being able to manipulate it; (2) most students thought that the purpose of writing was to transmit information, and they tended to view personal responses and opinion papers as less important than research papers; (3) few students had thought about the concept of voice and the notion that one projects a character in writing; (4) concerns with style overlapped in practice with the concerns for voice; (5) all students understood arrangement; and (6) revision took the form of superficial editing and proofreading. (HOD)

ED 199 721 CS 206 179

Raymond, James C.
Rhetoric: The Methodology of the Humanities.
Pub Date—Mar 81

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Humanistic Education, *Humanities, *Rhetoric, *Sciences, *Scientific Methodology, *Scientists, Technology, Values, Writing (Composition), Writing

Instruction, Writing Research

Identifiers—Aristotle, Comte (Auguste), Freud (Sigmund), *Humanists, *Rhetorical Theory

Scientists have no difficulty defining their disciplines by subject matter and methodology, but humanists, however much they agree on the subject matter of the humanities, have no consensus about methodology. In the twentieth century trace resulting from the assumption that there can be no coexistence between the two, scientists and humanists are content to be treated as separate but equal, while social scientists claim to be scientists when it suits their purpose. Humanists produce knowledge without benefit of laboratories, sometimes working like scientists, but their medium is the word, and analogies, striking examples, and logic are their nonscientific proofs. These are the rhetoricians, applying Aristotle's devices as a methodology for discovering proofs about questions that empirical sciences cannot handle: physics can explain how to build a nuclear reactor, but not whether the reactor should be built. The implications of the limits of science on composition research are that limiting study to only quantitative research or developing unrealistic expectations about what quantitative research can deliver would ignore the mainstream of insight in rhetorical theory from Aristotle's time to today. (HTH)

ED 199 722 CS 206 180

Ransone, R. K.
Technical Snobbery Versus Clear Communicating.
Pub Date—Mar 81

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Engineering Education, Engineering Technology, Higher Education, *Interdisciplinary Approach, *Technical Writing, *Writing Instruction
Identifiers—*Jargon

Jargon, when used properly, defines precisely and concisely the concepts peculiar to a profession. Within a profession, it meets the criteria for clear, brief, specific communication. When used outside that profession, however, it tries to impress rather than to express. Engineers and other professionals need to be taught when-and when not-to use jargon. Engineering students must be made aware that their products will be information, not aircraft, spaceships, engines, or suspension bridges. Engineering students can be taught to communicate technical ideas effectively through a joint course coordinated between the English and the various technical departments. This course could include participation by specially trained technical communication specialists from the English department working with the technical instructors. Course content should be tailored not to the technical student in the classroom, but to the ultimate user of the information developed by the technologist. Such a definition expands the criteria to include effective communication with businesspersons, lay groups, media, politicians, and citizens' groups. The basic objective should be technical communication—a job not finished until the student has communicated accurately with the reader or listener. (HOD)

ED 199 723 CS 206 181

Ewald, Helen Rothschild.
Clinician and Writer: Their Crucible of Involvement.

Pub Date—Mar 81

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinical Psychology, Cognitive Processes, Epistemology, *Technical Writing, *Writing Instruction, *Writing Processes
Identifiers—Audience Analysis, *Invention (Rhetorical)

Clinical report writing involves two interlinking processes—creation and communication. There are six stages of clinical inference that find parallels in generative writing stages: possessing a postulate system, constructing the major premise, observing for occurrences, instantiating (classifying) the occurrences, reaching a referential product, and predict-

ing the significance of the inference and making recommendations. So, too, does the nature of the clinical procedure as a whole offer comparisons to generative writing procedure. An examination of clinical procedure offers three methodological implications for the composition teacher: (1) before beginning to write, students should be asked to articulate the assumptions that inform their world view, (2) students should be asked to enrich their contexts for writing, and (3) students' final papers should be evaluated as process as well as product. Past work in educational psychology and recent work in such areas as the cognition of discovery or hemispheric brain functions show that the "clinical connection" has already been recognized by educators in general and English teachers in particular as one worth pursuing. (HOD)

ED 199 724 CS 206 182

Couture, Barbara Goldstein, Jane
How to Develop and Write a Case for Technical Writing.

Pub Date—Mar 81

Note—16p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case Studies, *College English, *Higher Education, *Integrated Activities, *Teaching Methods, *Technical Writing, *Writing Instruction

Identifiers—*Holistic Approach

A holistic case can encompass the whole of technical writing by allowing the student to experience the total communication act in which the technical task and data are fully integrated into the rhetorical situation. The salient components of a holistic case are the persona of the technical professional, the facts about the technical problem and the real company, the fiction created on the basis of those facts, and the form of the case itself adapted for students. Four major steps relate directly to the development of these components: (1) design the case-plan the goals and objectives for the students who will assume the persona, and establish the real world source of information; (2) collect the facts—conduct the interviews, and research the technical and rhetorical information about a specific problem in a real organization; (3) create the fiction—transform the facts into a realistic fiction that could have happened to a technical professional on the job; and (4) construct the case—recast the fiction into a functional instrument for students to write professional documents. This approach gives students the opportunity to perform in a realistic context, using all of the skills and knowledge required in communication on the job. (HOD)

ED 199 725 CS 206 183

Gorrell, Donna K.
Defining the Basic Writing Student by Count.

Pub Date—Mar 81

Note—10p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, *College Freshmen, *Error Analysis (Language), *Evaluation Methods, *Higher Education, *Holistic Evaluation, *Minimum Competency Testing, *Remedial Instruction, *Student Placement, *Writing Evaluation, *Writing Instruction, *Writing Skills

In order to establish competency based entrance requirements for freshman composition, a midwestern university sampled six freshman composition and four basic writing classes for errors in their essay writing. ACT English and social studies scores and several reading scores were also gathered. All this data was computer analyzed by the multiple regression procedure, with the final holistic rating as the criterion variable. Results indicated the holistic rating as the best indicator of success in the freshman writing course, and the ACT English score as second best. Number of errors, however, did characterize the remedial writers. While the ACT English and the preliminary holistic rating are workable for entrance testing, they are not the best combination for determining freshman composition entrance for students who have spent a semester under remediation or who are testing for a second time. Therefore

the university is using a holistic essay rating plus an error count on that essay as a freshman composition entrance test for students who are testing for the second time. (HOD)

ED 199 726 CS 206 184

Holloway, Dale W.
Cohesion in English: A Key to the Way Our Culture Thinks?

Pub Date—Mar 81

Note—51p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981). Not available in paper copy due to marginal legibility of original document.

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cognitive Processes, *Cognitive Style, *Communication (Thought Transfer), *Communication Problems, *Cultural Context, *Cultural Differences, *Discourse Analysis, *Higher Education, *Language Research, *Logic, *Minority Groups, *Semantics, *Writing (Composition), *Writing Instruction

Identifiers—*Cohesion (Written Composition), *Inference

Minority cultures develop homogeneous customs, language, and thought patterns that affect the writing of individuals from these cultures. Once a student moves outside this homogeneous environment—for example, from an ethnic ghetto to white, middle class classrooms—ideas that seem to the writer to relate clearly to one another do not seem logical or developed to an "outsider." The outsider is not familiar with the inferential contexts the student takes for granted as understood in the homogeneous environment. Differences in cognitive orientation between some minority cultures and the dominant white culture result in these problems. Basic intellectual capacities for understanding "abstract" concepts are inherent to normal members of any culture, but each culture relates concepts in a different way, and these differences reveal themselves through language. If teachers can better understand how aspects of cohesion in language reflect cultural-specific thought processes, they can better guide minority students to communicate effectively in writing. Many minority college students, because of the cognitive styles predominant within their cultures, write in experiential or associative modes, which rely heavily on cohesive devices reflecting a system of logic unfamiliar to the teacher. Teachers must help these students understand that not everyone shares the same "semantic field" or context, and that cohesion is perceived differently by the writer and the reader. (HTH)

ED 199 727 CS 206 185

Katz, Marilyn
A Critique of Readers as Models for Composition.

Pub Date—Mar 81

Note—14p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, *Critical Reading, *Critical Thinking, *Essays, *Expository Writing, *Higher Education, *Imitation, *Instructional Materials, *Models, *Reading Materials, *Writing (Composition), *Writing Processes

The operative principle behind the use of essays as models for composition is that if students study and imitate the wide variety of rhetorical forms in an essay collection they will write well-organized and fluent papers. Unfortunately, when students are asked to copy forms the result is a clearly organized paper that says very little and has taught them less. Learning to write a paper is not a matter of learning mechanical rules, but of learning to think analytically. The student who can write an evocative description of a personal experience will go on to write a poorly organized academic paper, but personal experience writing can teach analytical thinking and the relationship between analyzing specific data and writing an organized paper. As students discover this process, they will soon recognize that notes, drafts, and revisions are a necessary part of the writing process and understand that thesis, topic sentence, and supportive evidence are not a prescriptive imposition, but the logical result of careful analytical thinking. At this point, students are ready to

read the model essays, not as examples of how to write, but of how to read before they write in other courses, to progress from analysis of personal experience to analysis of readings. College composition should be a course in critical reading and writing, skills essential to every other academic discipline. (HTH)

ED 199 728 CS 206 186

Ramsey, Allen
Rhetorical Invention: Implications for Rewriting.

Pub Date—Mar 81

Note—16p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, *Higher Education, *Prewriting, *Rhetoric, *Teaching Methods, *Writing Instruction

Identifiers—*Invention (Rhetorical), *Outlining, *Revision (Written Composition)

Writers who double back to alter diction and syntax change their understanding of what it is they are saying, thereby clarifying their understanding and enhancing the discovery of new ideas. Revision, when taken this way, is often a form of invention. The difficulty in teaching revision is that writing has mistakenly been regarded as a linear activity, and the unity of the essay has been taught with a vertically linear paradigm that moves from subtopic to subtopic. The outline is the symbol of the reality of the essay and may be formulated through any combination of prewriting activities. One way is through oral feedback on the student's ideas or topic. Another method of attacking the traditional outline is, first, to introduce a visual structure that invites exploring the "topoi" during the planning stage and, second, to allow conferencing during the beginning stages of actual writing. Students are given a four-page handout that provides the traditional outline, a visual portrayal of the new paradigm with a section representing the interaction between teacher and student, a blank revision worksheet, and a representation of the work that is done at the instructor's desk during conferencing. In changing the paradigm of the outline, teachers can move students from a rudimentary mind set into the realm of formal logic. (HOD)

ED 199 729 CS 206 187

Collins, James L.
Spoken Language and the Development of Writing Abilities.

Pub Date—Mar 81

Note—14p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary Secondary Education, *Expressive Language, *Language Patterns, *Language Styles, *Language Usage, *Semantics, *Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Research, *Writing Skills

Identifiers—*Semantic Abbreviation

Recent research supports the theory that unskilled writers produce writing through the mediation of spoken language. That is, their writing contains inexplicit meanings, or semantic abbreviations, characteristic of conversations in which the listener is familiar with the situational and cultural contexts of the monologue. Two studies further examine this theory. In the first, descriptive essays written for peer audiences in grades four, eight, and twelve were analyzed. Although the total number of words increased with grade level in the samples of weak writing, the rate of semantic abbreviation remained the same, while the increase in words in the strong writing samples was accompanied by a lower rate of semantic abbreviation. In the second study, writings from grades eight and twelve for three different audiences were analyzed. In the strong writing samples the rate of semantic abbreviation decreased from parent to peer to editor audiences, while the weak writers produced more semantic abbreviation for the peer audience than for the other two. While this explanation for weak writing requires further research, it will help writing instructors in assisting students to revise their weak writing in the direction of more explicit meaning and to understand the context-dependent aspects of lan-

guage. (HTH)

ED 199 730 CS 206 188

Morton, Gerald W.

Teaching Graduate Students to Teach Composition: The University of Tennessee.
Pub Date—Mar 81

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College English, *English Teacher Education, Graduate Students, *Graduate Study, Program Design, *Student Teachers, Teacher Effectiveness, *Teacher Evaluation, Teaching Methods, *Writing Instruction

Identifiers—*University of Tennessee

The University of Tennessee trains its graduate students to become composition teachers by requiring them to assist composition instructors with the teaching of their classes, to grade papers, to confer with students, to compute final averages, and to plan daily classes. The graduate assistant is also allowed in the course of a year to work closely with three different instructors, and therefore three different approaches to the teaching of composition. Graduate assistants are evaluated by the instructors that they assist and those who receive high evaluations are promoted to the stage of teaching assistant. Those who do not demonstrate the potential for being effective teachers are offered the option of continuing as research assistants or of working with a Tennessee press publication, so they can at least continue to work toward their degrees and still receive financial assistance. For those graduate assistants who are made teaching assistants, the process of preparation continues with the tutorial and evaluator/advisor programs. In the tutorial teaching assistants and instructor discuss the problems that arise based on their own teaching experiences. Finally, by having an evaluator/advisor, the student benefits from the experience of a tested instructor while also confronting independently and essentially, without direct supervision, the teaching of composition. (HOD)

ED 199 731 CS 206 189

Woodman, Leonora

The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process.

Pub Date—Mar 81

Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *Critical Reading, Discourse Analysis, Higher Education, *Language Styles, Literary Criticism, *Literary Styles, Semantics, Writing (Composition), *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—Audience Awareness, Reader Response, *Rhetorical Theory, *Stylistics

Although the acts of reading literature and writing are closely linked, literature study and composition instruction remain distinct pursuits within college English departments. Style seems to be an interest that unifies the two pursuits. The most common view of style equates it with acceptable rhetorical and grammatical conventions. A second view divides style into hierarchical levels of formal, informal, and colloquial, depending on the audience. Both views hold that style is separable from content. A third view defines style as a choice of alternative language structures. One theorist argues that if form and content are indivisible, literary analysis may allow no alternative phrasing, but that composition teachers must be guided in stylistic matters by the dualist theory of choice, so students will be aware of the existence of different ways to say the same thing. But rather than seeking an equivalent phrase to say the same thing, the stylist seeks the unique phrase that precisely captures the expressive effect intended. Thus, effect or audience response plays a role in style. An "ideal" reader is one who is aware of the variety of potential effects of a prose passage. Since such ideal reading requires a text of ideal writing, a view of prose style as choice for effect as well as meaning is as consequential to composition as readability, clarity, and appropriateness. (HTH)

ED 199 732 CS 206 190

Comprone, Joseph J.

Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning".

Pub Date—Mar 81

Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College English, *Critical Reading, *Expository Writing, Higher Education, *Integrated Activities, *Literary Criticism, *Literature Appreciation, Sequential Approach, Teaching Methods, Writing Exercises, *Writing Instruction, Writing Processes

Writing can be taught most effectively when teachers build the disorienting characteristics of reading literature into the inventive stages (prewriting and revision) of writing literary interpretations. The reading of literature and the process of composing interpretive essays are both different and similar. They are similar because they are both processes occurring over space and time that are informed and controlled by objectively shared conventions and subjectively experienced reactions to outside, "public" events. They are different because one—the reading of literature—explicitly emphasizes the function of cognitive dissonance in the construction of meaning, while the other—the writing of interpretive essays—results in a product that transcribes dissonance into ordered, clearly developed, coherent applications of theses. A story such as William Faulkner's "Barn Burning" can become the reader's means of learning to question and revise hypotheses, while writing an interpretive response to part or all of "Barn Burning" offers the reader a means of putting the answer to those questions in continuous and ordered form. (Three sequentially organized writing exercises on "Barn Burning" are offered and explained for their attendance to this approach to teaching literature and composition as integrated, complementary activities.) (RL)

ED 199 733 CS 206 191

Mathes, J. C., Comp. Pinelli, Thomas E., Comp.

Technical Writing: Past, Present, and Future.

National Aeronautics and Space Administration,

Hampton, Va. Langley Research Center.

Report No.—NASA-TM-81966

Pub Date—Mar 81

Note—75p.; Compilation of papers presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) - Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Affective Objectives, Communication Skills, *Consultants, *Educational History, *Engineering, *Legal Responsibility, Organizational Communication, Research Reports, Standards, *Technical Writing, Writing Instruction

This compilation of papers addresses the history, present status, and trends of technical and related writing. The first of the eight papers surveys the present environment of the technical report and assesses the effectiveness of the technical report format of the National Aeronautics and Space Administration (NASA) in transmitting information. The second paper examines the technical writing teacher's responsibility in teaching the problems faced by professional engineers, while the third paper explores scientific writing from its beginnings in the seventeenth century until approximately 1815. The fourth paper defines technical communication in an empirical way and discusses the implications of technical communication for a humanistic education in a technological age. The fifth paper considers ways in which writers are involved in the prevention and defense of product liability actions. The sixth paper examines how an interview model could facilitate communication, and the seventh paper relates how an English teacher might become a writing consultant. The final paper discusses the need for technical writers to assume responsibility for their reports. (HOD)

ED 199 734 CS 206 192

Weisenborn, Ray E.

Foreign News Agency Influences on a Developing Country Press (Egypt).

Pub Date—Feb 81

Note—20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-18, 1981).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Content Analysis, *Developing Nations, Foreign Countries, Influences, Information Dissemination, *Information Sources, Journalism, *Media Research, News Media, *Newspapers, News Reporting

Identifiers—*Egypt, *News Agencies

To analyze the patterns of newspaper news sources in a developing nation and the geographic focus of news and news subject matter categories, an analysis was conducted of the English-language "Egyptian Gazette," the official organ of the Arab Socialist Union. Primary data for the study were the front pages selected at random from the newspaper over an eight-month period. Items were classified according to their news agency source, their geographic focus, and their subject matter. The results showed that (1) the majority of news was from Western news agencies, (2) the geographic focus of the stories was primarily toward First and Second World countries, (3) subject matter was international rather than domestic in focus, and (4) editorial focus was predominately Arab-state oriented. (FL)

ED 199 735 CS 206 193

Rinderer, Regina Miller, Cynthia A.

From Speech to Writing: A Rehearsal Model.

Pub Date—Oct 80

Note—9p.; Paper presented at the Illinois Association of Personalized Learning Programs Conference (Allerton, IL, October 3-5, 1980).

Pub Type—Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Models, Nontraditional Students, *Prewriting, Secondary Education, *Speech Communication, Teaching Methods, *Writing (Composition), *Writing Instruction, *Writing Processes

Identifiers—*Rehearsal Strategies

Prewriting exercises such as outlines, successive drafts, or free writing are not helpful to students from oral cultures who are unfamiliar with the writing process. Speaking as a rehearsal technique for writing can help nontraditional students formulate and organize ideas before starting the first draft. Speaking as a rehearsal for writing emphasizes social involvement and the sharing of ideas and feedback, and eliminates the stigma of writing as a lonely activity. This six-step technique gradually moves students from speaking to writing. Step one involves talking out or brainstorming thoughts and ideas the topic arouses in the student. These ideas are retrievable by tape recording them or using a partner. In step two, the student determines which aspects of the topic will most interest the audience, and focuses on a thesis statement. Step three involves recording key ideas and discussing supporting points, which results in a rough outline. Presenting the outline orally to a class for feedback on content and organization is an optional fourth step. The student writes the first draft in step five. In step six, the student reads the composed draft aloud, and listens to the composition for organizational and editing flaws. Thus, speaking can be used as an editing technique as well. This approach illuminates composition as a process, boosts the nontraditional student's self-esteem, and underscores the concept of audience. (HTH)

ED 199 736 CS 206 194

Stalker, James C.

Usage: Or Back to Basics: An Old Saw Reshaped.

Pub Date—Apr 80

Note—12p.; Paper presented at the Annual Meeting of the College English Association (11th, Dearborn, MI, April 10-12, 1980).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Diachronic Linguistics, *Educational Trends, *English Instruction, *Grammar, History, *Language Usage, Linguistics, Social

Change. *Traditional Grammar Identifiers—*Back to Basics

As an emotional topic, concern with acceptable usage of language has never been far from the public consciousness, but the public's willingness to abide by educators' views on the necessity of teaching usage rules has varied over the years. The situation we face is not a new one—the eighteenth century saw the initial widespread concern with correctness in language and the subsequent development of grammars and dictionaries that specified in some detail which parts of the language were deteriorating and then specified rules and regulations for stopping that deterioration. The 1886 high school grammar book, "Higher Lessons," by A. Reed and B. Kellogg further perpetuated the study of grammar and introduced the diagramming of sentences. Through the 1930s and 1940s, English educators became more accepting of the view that usage was really a matter of appropriateness. During the 1950s, teacher training followed the development of grammatical theory, from traditional to structural to transformational grammar. More recently, sociolinguistic research makes it clear that questions of usage are trivial—real writing problems have little to do with a knowledge of grammar. A return to the basics, however, calls for a return to traditional grammar. English teachers can construe "back to the basics" to mean that future students must be more knowledgeable about language and understand the difference between grammar and usage. (HOD)

ED 199 737 CS 206 196
Page, Ire Adams

Internationalism in Children's Literature: Understanding China: Appreciating Its Literature. A Unit.

Pub Date—80
Note—34p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Children's Literature, *Cultural Awareness, Cultural Education, *Cultural Influences, Cultural Pluralism, Foreign Countries, *In-service Education, *Learning Activities, *Literature Appreciation, Teacher Education, Translation, Units of Study
Identifiers—*China

A unit has been developed that educators can use to promote teachers' and librarians' understanding of the literature written for children in China. The purpose of the unit is to help teachers and librarians develop some fundamental ideas about China as a background for understanding the English translated versions of Chinese children's literature. The program is divided into three parts: (1) understanding China, (2) appreciating its literature, and (3) a brief summary of China's history in chronological outline. The program also provides learning activities that are the outgrowth of four specific objectives: to determine how the literature reflects the social, political, and educational aims of China; to examine and assess the literature in light of certain literary elements; to compare the translated stories of Chinese authors with similar stories written by non-Chinese authors; and to develop methods for sharing these books with children. (A bibliography on understanding China and booklists of Chinese children's literature published in China and in the United States are attached.) (Author/RL)

ED 199 738 CS 206 201

Stone, William B.

Rewriting in Advanced Composition.

Pub Date—Mar 81

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advanced Courses, Classroom Techniques, College English, College Freshmen, College Students, *Comparative Analysis, Higher Education, Introductory Courses, Peer Evaluation, Student Attitudes, *Writing (Composition), *Writing Instruction, *Writing Processes
Identifiers—*Advanced Composition, Freshman Composition, *Revision (Written Composition)

A college English instructor made an informal comparison of rewriting habits of students in a freshman composition course and two advanced composition courses. Notes kept on student rewriting

focused on this central question: given peer and instructor response to their papers and a choice as to what and how to rewrite, what will students decide to change, and how effective will these changes be? Observing three levels of student work, the instructor drew several tentative conclusions, based on a continuum of relatively inexperienced to relatively advanced writing students. First, the more advanced the students, the more valuable rewriting may be, because inexperienced writers work more with surface errors while advanced writers are more aware of content and organization. Second, the more advanced the students, the more appropriate it is to have them rework their "better" papers. Teachers will need to sharpen their skills in suggesting significant improvements for papers already deserving an "A." Third, to encourage students to do that which they find difficult yet rewarding, the more advanced the students, the more revision of sentence structure should be emphasized. Finally, the more advanced the students, the more important peer evaluation is. Criticism of content is valued more if it comes from the instructor, while comments on style are valued more if they come from fellow students. (HTH)

ED 199 739 CS 206 202

Moyers, Joyce K.

The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.

Pub Date—Mar 81

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English Teacher Education, Higher Education, *Laboratory Training, *Teaching Experience, *Tutoring, *Writing Instruction
Identifiers—*Writing Laboratories

The college writing center can be most helpful in preparing prospective English teachers for the classroom. Students could be required to spend some time each week tutoring in the writing center. Although the methods course focuses on the theory of teaching writing, the work in the center can put that theory into practice. Before actually tutoring, the students work through several sessions of reading essay models, role playing, and tutoring with supervision. Each tutor also reads a handbook for tutors and becomes familiar with the materials in the center. During the initial meetings of the course, the tutors also go through the same composing process as the freshman composition student. The writing center provides a training ground for future English teachers to discover more about individualization, composition theory, grading practices, resources, approaches to teaching, and the entire scope of writing, in addition to a wide variety of students and writing styles. In helping other students to learn about writing, they, in turn, become better writers and better teachers of writing. (HOD)

ED 199 740 CS 206 203

Calderonello, Alice Heim And Others

A Study to Determine the Efficacy of an Individualized-Modularized Writing Course.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—30 Mar 81

Note—84p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Techniques, *College English, College Freshmen, *Comparative Analysis, *Educational Research, Higher Education, *Individualized Instruction, *Lecture Method, *Writing Instruction, Writing Skills

A study investigated to what extent, if any, the modularization and individualization of composition instruction benefited students with severe skill deficiencies. Gain in writing skills—as measured by pretest/posttest differences—was compared with regard to two groups of students: those taught by a traditional lecture-discussion method of instruction and those taught by an individualized-modularized method of instruction. A multivariate analysis of variance with 14 responses was performed (a response represents the difference between pretest and posttest performance on each variable). With respect to the responses tested, there were no significant differences between the two groups. This indicates that the mode of instruction—individualized as opposed to traditional—seems not to have

significantly improved the performance of either group over the other when the amount of practice, the instructors, and the textual materials were controlled. However, topic selection on both the pretest and the posttest did significantly affect some of the evaluation criteria. Further, regardless of mode of instruction, students did show an overall gain in writing skills, and differences in word totals (length of essays) between pretest and posttest were affected by students' choice of topic. (HOD)

ED 199 741 CS 206 205

Purves, Alan C. And Others

Reading and Literature: American Achievement in International Perspective.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-3848-9; NCTE-RR-20
Pub Date—81

Note—251p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 38489, \$9.75 member, \$11.50 non-member).

Pub Type—Books (010) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Academic Achievement, Cross Cultural Studies, *Educational Research, Elementary Secondary Education, *English Instruction, Foreign Countries, *Literature, Reading Achievement, Reading Comprehension, *Reading Interests, Reading Research, School Role, Secondary School Teachers, Student Evaluation, *Teacher Characteristics

Identifiers—International Assn Evaluation Educ Achievement, *Reader Response, United States
Based on data obtained from a random sample of United States schools in 1970, this monograph reports achievements in reading speed, comprehension, and word knowledge and in literary understanding, interpretation, and interest of American students aged 9, 14, and 17. The monograph also contains demographic information on teachers, permitting a profile of the secondary school English teacher. Various sections of the monograph discuss the following: (1) the International Association for the Evaluation of Educational Achievement (IEA) studies in reading and literature conducted in 14 countries, which form the basis of this analysis; (2) what United States teachers of reading and literature reported about themselves; (3) student achievement in reading and literature; and (4) student response to literature. Extensive appendices contain copies of the IEA reading comprehension and literature tests, along with student and teacher questionnaires, the Rasch Analysis of Reading, discriminant analysis tables for student responses to literature, and discriminant analysis with rigid axes rotation for literature teacher curricular patterns. (FL)

ED 199 742 CS 206 206

Palumbo, Donald

Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature.

Pub Date—Feb 79

Note—22p.; Paper presented at the Conference on Twentieth-Century Literature (Louisville, KY, February 1979).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Creative Writing, Higher Education, Learning Activities, *Literary Devices, *Narration, Simulation, *Story Telling, Symbols (Literary), Writing (Composition), *Writing Instruction
Identifiers—*Tarot Reading

Based on the premise that fortune telling is a spontaneous narrative exercise, this paper proposes that the Tarot deck is a marvelously intricate and finely tooled mechanism for generating innumerable, remarkably coherent stories in the archetypal mode. It explains the organization of the Tarot deck, the 78 cards and their meanings, and the symbolism attached to individual cards and groups of cards. The paper also shows how the basic elements of narrative—plot, character, setting or situation, style, symbolism, and theme—are all inherent in and arise from the structure of a Tarot reading. The conclusion of the paper relates how Tarot reading has been used successfully as an instructional technique, one that shows writing students the ways in which basic narrative elements can be combined and recombined in myriads of ways to create stories. Illustrations of selected Tarot cards are appended. (RL)

ED 199 743 CS 206 207

Lally, Tim D. P., Ed.

Journal of Advanced Composition, Volume 1, Number 1.

Association of Teachers of Advanced Composition.

Pub Date—80

Note—36p.

Journal Cit—Journal of Advanced Composition; v1 n1 Spr 1980

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College English, Course Descriptions, English Curriculum, Higher Education, Teaching Methods, *Writing (Composition), *Writing Instruction, Writing Research, Writing Skills

Identifiers—*Advanced Composition

The seven articles in this journal issue focus on the teaching of writing beyond the required college freshman composition courses. The articles provide the following: (1) a discussion of ways to teach transferable and local writing skills, (2) arguments for and against the use of tape-recorded comments rather than written comments to respond to students' compositions, (3) theoretical speculations on the advanced composition curriculum, (4) a discussion of writing about writing in an advanced composition course, (5) an argument for courses for the preprofessional within a liberal arts curriculum, and (6) a survey of advanced composition course offerings in colleges and universities across the United States. (FL)

ED 199 744 CS 206 209

Odum, Helen P.

Integrating Writing Into the Elementary Language Arts Curriculum: Let's Put Writing In Its Place.

Pub Date—Oct 80

Note—24p.: Paper presented at the Annual Meeting of the Virginia Association of Teachers of English (11th, Virginia Beach, VA, October 24-26, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Elementary Education, *English Curriculum, Grammar, Handwriting Skills, *Integrated Curriculum, *Language Arts, Punctuation, Reading Achievement, Reading Comprehension, Spelling, Writing (Composition), *Writing Instruction, *Writing Skills

Elementary school teachers acknowledge the need for better writing instruction, but seldom have time for it within their already crowded curricula. Writing instruction suffers from placing skills development before writing activities, from emphasis on reading, and because many teachers are not well prepared to teach writing. A low priority is given to writing at the college level, and the time spent on writing instruction in high schools is only a fraction of that recommended by researchers. Teachers need to take advantage of the fact that children have a natural urge to write before they want to read. Since writing contributes to reading comprehension and helps to focus thinking skills, reading and writing should be taught in a way that highlights opportunities for observing the connections between oral and written language. Children who are used to writing for others can more easily achieve the necessary objectivity for reading works by others and the vocabulary building that results improves children's reading skills. Spelling is an aid to writing and has no use apart from writing, nor do isolated writing skills. Teachers should accept children's early misspellings in the same spirit that parents accept their early mispronunciation in oral language. Penmanship becomes more legible, and punctuation more consistent when these skills are taught in the context of the goal toward which they are directed. (An annotated bibliography of materials dealing with integrating writing in the elementary school curriculum is appended.) (HTH)

ED 199 745 CS 206 210

Tway, Eileen, Ed.

Reading Ladders for Human Relations. 6th Edition.

American Council on Education, Washington, D.C.; National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8268-1414-X

Pub Date—81

Note—398p.

Available from—National Council of Teachers of English (1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 38942, \$9.95 paper).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Cultural Interrelationships, Elementary Secondary Education, English Instruction, Family Relationship, Fiction, Humanities Instruction, *Human Relations, *Intergroup Relations, Interpersonal Relationship, Nonfiction, Preschool Education, *Reading Materials, Self Esteem, Self Evaluation (Individuals), Social Integration, World Affairs

Intended for use by teachers, librarians, and parents, this booklist aims at advancing the cause of better human relations through literature. The booklist contains annotations for titles on various subjects in the following areas: (1) growing into self, including personal values and family heritage; (2) wide individual differences, including aging and gender; (3) group, including peer and family relationships; (4) different cultures, including ethnicity and religion; (5) the changing world, including the past and future, and personal and political crises. Both fiction and nonfiction titles are listed for use with preschool- through high school-aged children. A directory of publishers, an author index, and a title index are included. (HTH)

ED 199 746 CS 206 211

De Mott, John

Mass Comm Pact: The Concept of Covenant Between Media and Public.

Pub Date—Mar 81

Note—27p.: Paper presented at the Regional Conference of the Mass Communication and Society Division of the Association for Education in Journalism (Kent, OH, March 1981).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Codes of Ethics, Credibility, Ethics, Journalism, *Mass Media, Moral Values, *Mutual Intelligibility, Press Opinion, *Public Opinion, *Public Support, *Social Responsibility, Social Values

In every advanced culture, there exists some kind of understanding between a profession and the people it serves. In the case of mass communication, such an understanding is for the most part an informal compact whose terms are understood more or less tacitly. As the terms of this agreement are renegotiated from time to time—disagreements recognized, issues aired, disputes resolved—leaders involved in implementing this compact between the mass media and the public make a continuing effort to articulate effectively their understanding of the compact. This dynamic dialogue concerning media-public interrelationships seems to have four aspects: (1) attempts of the media to define their responsibilities to the public, (2) society's attempt to define the media's responsibilities to the public, (3) attempts by the media to define the public's responsibilities to the media, and (4) society's attempt to define the public's responsibilities to the media. This concept of journalistic covenant and its four aspects offers new approaches to research on the mass media, to perspectives of teaching journalism at the university level, and to the successful integration of instruction in communication law and ethics. (RL)

ED 199 747 CS 206 213

Savage, Charles E., Ed.

Basic Publication Fundamentals.

Columbia Scholastic Press Association, New York, N.Y.

Report No.—ISBN-0-916084-02-7

Pub Date—75

Note—52p.: Small print on a number of pages may not reproduce.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, *Evaluation Criteria, Journalism, Junior High Schools, *Layout (Publications), Middle Schools, Newspapers.

*News Writing, Periodicals, *Production Techniques, School Publications, *Student Publications

Designed for students who produce newspapers and newsmagazines in junior high, middle, and elementary schools, this booklet is both a scorebook and a fundamentals text. The scorebook provides realistic criteria for judging publication excellence at these educational levels. All the basics for good publications are included in the text of the fundamentals sections. Topics covered include writing features, editorial coverage, sports coverage, photography, writing the news story, opinion pages, headlines, cutlines (captions) for photographs, page makeup, typography, illustrations, advertising, special considerations, suggestions for duplicated publications, and tips on using graphics in mimeographed papers. Also provided are a list of newspaper terms and a guide to references on the discussed topics. (RL)

ED 199 748 CS 206 214

Garcia, Mario R.

The New Adviser. Updated Second Edition.

Columbia Scholastic Press Advisers Association, New York, N.Y.

Report No.—ISBN-0-916082-01-6

Pub Date—78

Note—50p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Faculty Advisers, *Journalism, *School Newspapers, *School Publications, Secondary Education, Teacher Role

Designed for use by both beginning and experienced school newspaper advisers, this handbook offers information in all phases of newspaper production. Topics discussed in the handbook's 15 chapters include: (1) purposes of the student newspaper; (2) authority and adviser/administrator relations; (3) organizing the staff and working with it; (4) production techniques; (5) journalism law and ethics, with an emphasis on newspaper responsibility; (6) coverage of news and trends; (7) reporting the news; (8) elements of style; (9) features to attract all readers; (10) editorials; (11) sports coverage; (12) in-depth writing; (13) editing to insure accuracy and readability; (14) headlines that sell stories; and (15) the graphics side of production. The handbook also contains a list of resources to help the adviser. (FL)

ED 199 749 CS 206 215

Myers, Mildred S.

Written Communication at the Managerial and Technical Levels: A Case Study. Working Paper 413.

Pittsburgh Univ., Pa. Graduate School of Business.

Pub Date—Oct 80

Note—28p.: Portions of this paper were presented at the Symposium on Writing and Designing Documents: Research and Practical Solutions (Pittsburgh, PA, October 10, 1980).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrators, *Organizational Communication, *Technical Writing, Writing Processes, *Writing Research, *Writing Skills

A study examined the written communication at the technical/professional and managerial levels in a "Fortune 500" corporation to determine whether managers/executives had different communications purposes and, therefore, used different rhetorical strategies and approaches than did professional/technical staff. Rhetorical analysis was conducted of 104 documents from the technical/professional staff and 130 from the managerial/executive ranks. In addition, interviews were conducted with various staff members. The results revealed major differences between the written communications of managers/executives and those of technical/professional employees. The majority (86%) of the managerial/executive communications was descriptive rather than analytic, while over half (54%) of the professional/technical samples was analytic—much of it research reports or problem analyses. Approximately one third of the managerial/executive writing samples involved giving orders or direction, something the professional/technical staff did only 11% of the time. In addition, managers/executives devoted half of their communications to "topical information" or "clarification correspondence," while the professional/technical staff seldom used these types of communications. (FL)

ED 199 750

CS 206 216

Rice, Paul

Poetry and the "Me" Generation: Democratizing the "Ars Poetica".

Pub Date—Oct 80

Note—14p. Paper presented at the Annual Meeting of the Popular Culture Association in the South (9th, Winston-Salem, NC, October 16-18, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Writing. *Cultural Traits. *Democracy. English Instruction. Modernism. *Poetry. Poets. *Popular Culture. *Self Actualization

Identifiers—Keats (John). Poetry in the Schools

The art of poetry is being worn away by democracy, the rule of the average, and by an attitude of narcissism which equates sincere endeavor with significant endeavor. The opening lines of several poems taken from a poetry journal reveal a distinct lack of significant emotion. While poetry is the most significant expression of the Self, the "I" of poetry has become the literal "I" of the poet, not "I," the persona, thus reducing the universality of the poetic act. Contemporary poetry is more an exercise in sociology than in art: everyone has grown lyrical—the singing masses. The attitudes generating this poetry of democracy are as follows: (1) any act of a properly authentic Self is a significant act; (2) everything must do something, therefore poetry should have a purpose; and (3) for every properly motivated and moneyed Self, everything—including the ability to write poetry—should be accessible. The government has played a role in the democratization of poetry by funding such programs as Poetry in the Schools, to make poetry "fun" and "accessible." Poetry is hard work. It is neither fun nor easy. What is needed is fewer people writing poetry, not more. American marketing has also reduced poetry to the lowest common denominator, by offering noon-hour poetry workshops in local shopping malls. This is the current state of the art for which John Keats spilled out his life. (HTH)

ED 199 751

CS 206 217

Rodriguez, Raymond J.

Censorship: A Multicultural Issue.

Pub Date—Mar 81

Note—12p. Paper presented at the Annual Meeting of the Conference on English Education (19th, Anaheim, CA, March 19-21, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs. *Censorship. *Cultural Pluralism. Culture Conflict. *Educational Attitudes. Elementary Secondary Education. Instructional Materials. *Moral Values. Parent Attitudes. Teacher Attitudes. *Teacher Influence. *Teacher Role

For teachers attempting to maintain a pluralistic atmosphere in the classroom, censorship creates a distressing dilemma. Complaints about textbooks reflect basic cultural beliefs that may conflict with those of teachers, textbook authors, and even the majority of students. Most censorship complaints stem from the current depression and frustration of people who feel that they no longer have control over their lives: if they cannot close down "x-rated" theaters and "head shops," they can certainly close down teachers who are polluting the minds of their children. If teachers defend their right to teach the books they believe in, they cannot ignore those who oppose their choices because they are the ones who place their trust in the schools to do what is best for their children. Censors have a right to be heard. Teachers who realize that promoting pluralism in the classroom will create value conflicts among students and families will be prepared to accommodate the viewpoints of censors, as well as to fight for teachers' beliefs. Otherwise, cultural pluralism will fail. (HTH)

ED 199 752

CS 206 218

Brookley, Linda

Writing in the Academic Community.

Pub Date—Mar 81

Note—9p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meetings Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Expectation. *Language Styles. Literary Styles. Publications. *Rhetoric. *Scholarship. *Writing (Composition)

Identifiers—*Academic Community. Deixis. *Writing for Publication

Grammar and style contribute to a matrix that expresses the writer's thinking and the values of the academic community. Writers uphold the matrix while presenting their own ideas through a system of "deixis" (to refer to or point to things or ideas not actually present or stated). Nonlinguistic deixis coordinates expression and context in ways that cannot be productively analyzed as grammatical instances. Two kinds of nonlinguistic deixis exist in "structural Poetics": (1) conventional deixis because it amounts to doing things pretty much as they usually are done, which allows the reader to make inferences about what is going on without giving much conscious attention to that fact; and (2) intentional deixis which either satisfies our expectations or disappoints us. Intentional deixis limits the possibilities, making fewer and fewer reader inferences possible, finally making the claim, when it actually comes, appear reasonable, to some readers inevitable. Deixis in published academic writing suggests that we ought to reconsider the evidence, ought to pay more attention than we have to the overwhelming importance of evidence in the academic community. The model or paradigm that takes into account the fully enculturated prose of published academics, subordinates claims to evidence. (HOD)

ED 199 753

CS 206 219

Ney, James W.

Sentence Combining: Everything for Everybody or Something for Somebody.

Pub Date—Mar 81

Note—29p. Paper presented at the Annual Meeting of the Conference on English Education (19th, Anaheim, CA, March 19-21, 1981).

Pub Type—Speeches/Meetings Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education. English (Second Language). *Language Acquisition. *Language Processing. *Literature. *Sentence Combining. *Teaching Methods. Writing Exercises. *Writing Instruction

Sentence combining exercises present material to the students to be mastered by processes similar to memorization. By taking ideas in short sentences and compacting them into larger sentences, students become familiar with the relationships between the ideas in the short sentences. At its best, sentence combining is a process that requires the manipulation of ideas. Students using this procedure must hold these ideas in their minds, make a choice on the relationship between the ideas, and then combine them with the appropriate connecting word. Since language always conveys meaning in context, it is important to have a context for language exercises; sentences without context lose much of their significance. A literary work (such as "The Legend of Sleepy Hollow," "The Bear," or "The Red Badge of Courage") offers such a context. The language of the original—in particular, the words and phrases in the reading—can be worked into any number of sentence types that are not physically present in the work of the literary master. (HOD)

ED 199 754

CS 206 220

Haviland, Virginia

The Best of Children's Books, 1964-1978.

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0336-9

Pub Date—80

Note—96p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20540 (Order No. LC-1.12/2:C-43/5/964-78)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescent Literature. Annotated Bibliographies. Biographies. Books. *Childrens Literature. Drama. Elementary Secondary Education. *Fiction. *Nonfiction. Picture Books. Poetry. *Reading Materials

Intended to bring a broad range of titles of children's literature to the attention of those concerned with the reading needs and interests of children and young people, this annotated bibliography contains more than 1,000 entries. Each entry provides the author and title of the work, its publisher, price,

International Standard Book Number (ISBN), and Library of Congress card number. Each also indicates the grade level for the work. The entries are arranged under the following headings: (1) picture and picture-story books; (2) stories for students in the intermediate grades; (3) stories for older students; (4) folklore; (5) poetry, plays, and songs; (6) arts and hobbies; (7) biography; (8) history, people, and places; (9) nature and science; and (10) psychology and sociology. (FL)

ED 199 755

CS 206 221

Roedder, Kathleen R., Comp. Sidorsky, Phyllis G., Comp.

Bibliography of Books for Children.

Association for Childhood Education International, Washington, D.C.

Report No.—ISBN-0-87173-095-2

Pub Date—80

Note—109p.

Available from—Association for Childhood Education International, 3815 Wisconsin Ave., NW, Washington DC 20016 (\$5.95 plus 10% postage/handling).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies. Books. *Childrens Literature. Elementary Secondary Education. *Fiction. *Nonfiction. Picture Books. Reading Instruction. Reading Interests. Reading Material Selection

Intended for use by librarians, teachers, parents, and community workers as a guide to good children's literature, this annotated bibliography contains more than 1,000 entries. Each entry provides author and title, publisher, date of publication, price, and International Standard Book Number (ISBN). Age level is also indicated. The entries are arranged under the following headings: (1) picture books; (2) easy reading; (3) fiction; (4) story collections; and (5) nonfiction, including philosophy/psychology, religion, social studies, folklore and legends, language, physical science, earth science/biology/botany, animal kingdom, technology, arts/recreation, poetry/plays, geography, biography, and history. The guide also contains a list of selected reference collections for an elementary school library, a directory of publishers, and title and author indexes. (FL)

ED 199 756

CS 206 222

Gentry, Larry A.

Capitalization Instruction in Elementary School Textbooks.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—SWRL-TN-2-81/01

Pub Date—30 Nov 80

Contract—400-80-0108

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Capitalization (Alphabetic). *Content Analysis. Curriculum Design. Elementary Education. English Instruction. *Instructional Design. Instructional Materials. *Language Arts. *Textbook Content. Textbook Evaluation. Textbook Research. *Writing Skills

A computer-assisted analysis was conducted of the capitalization skills taught in nine series of language arts textbooks. The results indicated that while textbook authors generally agreed on the inclusion of certain basic capitalization skills, significant differences existed with regard to introductory levels, grade-level sequencing, the amount of practice provided, and the number of specific skills taught. The fact that such widespread differences exist suggests that classroom teachers and language arts supervisors should examine their adopted texts carefully to determine the nature and extent of instruction that such texts provide, and the amount of supplemental instructional methods and materials in capitalization skills they need to develop. (RL)

ED 199 757

CS 206 223

Gentry, Larry A.

Punctuation Instruction in Elementary School Textbooks.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—SWRL-TN-2-81/02

Pub Date—10 Mar 81

Contract—400-80-0108

Note—38p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Content Analysis, *Elementary Education, *English Instruction, *Instructional Design, *Instructional Materials, *Language Arts, *Punctuation, *Textbook Content, *Textbook Evaluation, *Textbook Research, *Writing Skills

A computer-assisted analysis was conducted of the punctuation skills taught in nine series of language arts textbooks. Each text was subjected to a detailed, page-by-page analysis of instructional content, resulting in a content-specific analysis of punctuation instruction at each grade level. The results indicated significant differences among the texts in the treatment of punctuation skills. Some texts, especially those stressing the primacy of oral language, gave the subject minimal attention. Those that gave greater emphasis to written composition tended to include a correspondingly larger number of exercises. Differences among texts also extended to the grade levels at which specific skills were introduced. The introduction of quotation marks, for example, began in five different series at five different grade levels. Seven other punctuation skills spanned four grades in level of introduction. Of the 34 different skills noted in the analysis, only six were taught in all nine textbook series. Seven of the nine series expanded punctuation instruction dramatically in the third grade. Another significant jump occurred in fourth grade, but it was difficult to locate commonalities among the texts beyond the fourth grade. In summary, it was difficult to detect a systematic pattern of instruction reflecting an expert body of opinion. (RL)

ED 199 758

CS 206 224

Cronnell, Bruce

The Scoring of Writing Samples: A Study.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—SWRL-TN-2-81/03

Pub Date—30 Nov 80

Contract—400-80-0108

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Elementary Education, *Grade 3, *Grade 6, *Holistic Evaluation, *Predictive Validity, *Reliability, *Scoring, *Teachers, *Writing (Composition), *Writing Evaluation, *Writing Research

Although the design of the writing task itself may present assessment problems, the scoring of the piece of writing raises the greatest difficulties for large-scale testing of writing ability. A study investigated whether teachers and staff members of the Southwest Regional Laboratory (SWRL) (1) scored the same way, (2) agreed with each other in scoring, and (3) agreed with themselves when rescoring the same writing sample. Writing samples from 263 third grade and 248 sixth grade students were obtained from the 1980 composition section of the Survey of Essential Skills administered by the Los Angeles Unified School District. Samples were evaluated by the SWRL-developed methods. Results indicated that teachers and SWRL scorers highly agreed on their ratings. Even greater agreement was found among SWRL scorers alone, and when the SWRL scorers rescored writing samples, they were highly consistent in their scoring. (HOD)

ED 199 759

CS 206 225

Lawlor, Joseph And Others

Current Books on Composition: Some Reviews.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—SWRL-TN-2-81/04

Pub Date—30 Nov 80

Contract—400-80-0108

Note—112p.; Best copy available.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Book Reviews, *Expository Writing, *Linguistics, *Sentence Combining, *Spelling Instruction, *Writing (Composition), *Writing Evaluation, *Writing Instruction, *Writing Processes, *Writing Research, *Writing Skills

Ten current books covering a variety of topics relating to composition are reviewed in this paper. The first three reviews are of books describing actual writing abilities of students: "Language Development: Kindergarten through Grade 12" by Walter Loban; "The Development of Writing Abilities (11-18)" by James Britton and his colleagues; and "The Composing Process of Twelfth Graders" by Janet Emig. Two reviews describe how the state of California views writing: "English Language Framework for California Public Schools: Kindergarten through Grade Twelve" and "An Assessment of the Writing Performance of California High School Seniors," both by the California State Department of Education. Two more reviews examine textbooks for use in teaching sentence combining: William Strong's "Sentence Combining: A Composing Book" and Clarence E. Schneider's "Syntax and Style." One review is of a linguistically based analysis of expository writing, "Theme in English Expository Discourse" by Linda K. Jones. The last two reviews in the paper are of collections of articles: "The Writing Processes of Students," edited by Walter T. Petty and Patrick J. Finn, and "Cognitive Processes in Spelling," edited by Uta Frith. (FL)

ED 199 760

CS 206 226

Garrett-Petts, Will

Re: Revision—An Analysis of the Revision Strategies of College Writers.

Pub Date—Mar 81

Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Freshmen, *Comparative Analysis, *Higher Education, *Writing (Composition), *Writing Instruction, *Writing Processes, *Writing Research, *Writing Skills

Identifiers—*Revision (Written Composition)

In a study of the revision strategies used by skilled and basic (unskilled) writers, 50 students assigned to an experimental group wrote an expository essay, then rewrote their compositions from memory. A control group of 20 students was given the same assignment, but the students were allowed access to their first drafts. As expected, the control group displayed little evidence of revision, while the experimental group produced pairs of essays that presented from 10% to 100% differences in content. Within the experimental group, the skilled and unskilled writers showed such marked differences that they appeared to be involved in different experiments: the basic writers demonstrated a consistent tendency to regard the second writing task as divorced from the first essay, while the skilled writers demonstrated a distinct awareness of the relationship between their two essays. On the other hand, the unskilled writers in the experimental group showed more improvement in their second drafts than did their counterparts in the control group, an indication that basic writers are not incapable of extensive, productive revisions, though the distracting presence of rough notes and first drafts simply impedes their revising processes. Based on these results, a three-phase procedure of revising from memory, comparing drafts, and synthesizing dissonant ideas was proposed to help student writers develop a pattern of revision. (RL)

ED 199 761

CS 206 227

Barwell, Jay

Strategies for Teaching Composition to Native Americans.

Pub Date—Mar 81

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, *American Indian Education, *American Indians, *Classroom Techniques, *Cultural Background, *Cultural Dif-

ferences, *Cultural Traits, *Higher Education, *Student Attitudes, *Teacher Attitudes, *Teaching Methods, *Writing (Composition), *Writing Instruction

Although the needs of American Indian college students in writing classes are very similar to those of Anglo basic writers, Indian writers often bring cultural and linguistic differences into the writing classroom. Indians are oriented only in the present, which affects their use of verb constructions; they are oriented toward sharing, which affects their use of possessive forms; they have a cultural respect for age and authority, which makes their classroom manner appear shy or inattentive; their relationship with nature is harmonious, which precludes careful arrangement of thoughts and the concepts of compare and contrast and cause and effect; and their world is cooperative rather than competitive, necessitating group classroom activities. Those teaching writing to Indian students need to be tolerant of language and grammar errors and to allow students to explore the language. They must teach students that "getting off the subject" is an essential part of the writing process. They should avoid assignments that reflect white, middle class values. Students should have opportunities to explore different audiences, with letter and journal writing and literary response assignments. Above all, the course should be taught holistically. Breaking grammar, sentence structure, paragraph and essay writing into modules runs contrary to Indians' holistic approach to life. (HTH)

ED 199 762

CS 206 228

Shuman, R. Baird, Ed.

Education in the 80's: English.

National Education Association, Washington, D.C.
Report No.—ISBN-0-8106-3152-0; ISBN-0-8106-3152-2

Pub Date—81

Note—167p.

Available from—National Education Association, Order Dept., The Academic Building, Saw Mill Rd., West Haven, CT 06516 (Stock No. 3151-2-00, \$8.95 paper; Stock No. 3152-0-00, \$12.95 cloth).

Pub Type—Opinion Papers (120) — Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Educational Needs, *Educational Planning, *Educational Trends, *Elementary Secondary Education, *English (Second Language), *English Curriculum, *English Instruction, *English Teacher Education, *Exceptional Persons, *Futures (of Society), *Higher Education, *Learning Theories, *Mass Media, *Minority Groups, *Oral Language, *Research Needs, *Teacher Attitudes, *Writing (Composition)

The essays in this collection are designed to provide an overview of the most pressing issues and ideas with which English teachers contend today and will contend in the near future. The contributors, 22 English teachers and educators, have attempted to view change in a sufficiently broad perspective to enable them to make responsible predictions about the 1980s, taking into account the social and economic variables that will necessarily affect the United States during this time. Titles of the essays reflect concerns for the following topics: (1) writing and the English curriculum; (2) literature study in the 1980s; (3) language and the English curriculum; (4) holonomic knowing (a very generalized model of holistic learning); (5) oral English and the literacy imperative; (6) reading and the teaching of English; (7) the basics in the 1980s; (8) English in the elementary and middle schools; (9) the training of English teachers in the 1980s; (10) the media, media literacy, and the English curriculum; (11) computer-assisted English instruction; (12) English as a second language in the 1980s; (13) English and vocational education; (14) dealing with sexual stereotypes; (15) English for minority groups, for the gifted and talented, and for the handicapped; and (16) needed research in the teaching of English. (RL)

ED 199 763 CS 206 229

Pearall, Thomas E.
The State of Technical Writing.
Pub Date—Feb 81

Note—8p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (16th, Minneapolis, MN, February 19-21, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Curriculum, *Educational Change, English Curriculum, Higher Education, Social Change, Social Influences, *Technical Writing, *Writing Instruction, Writing Skills

The number of college students in technical writing classes has grown at least tenfold since 1969. This dramatic increase has occurred partly because of the practicality and power inherent in technical writing and partly because of the increased need for technical writing skills by people in today's change workforce. As developed countries shift from being industrial societies to being information societies, the efficient and effective transfer of information becomes a necessity. The increased need for technical writing skills also comes at a time when, paradoxically, literacy is more needed and less apparent in young people. Based on these observations, it appears that technical writing has broadened in scope to the point that it may be interchangeable with James Britton's term "transactional writing." The dramatic development of technical writing as a discipline of study also offers many opportunities for technical writing teachers, including their increased community involvement and their organization of college majors and minors in the study of technical writing. (RL)

ED 199 764 CS 206 230

Peterson, Jean Sundie
Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average.
Pub Date—Mar 81

Note—8p.; Paper presented at the Annual Meeting of the Conference on English Education (19th, Anaheim, CA, March 19-21, 1981).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Classroom Techniques, Course Descriptions, English Instruction, Gifted, High Schools, Individualized Reading, *Literary Criticism, *Literature Appreciation, *Motivation Techniques, *Novels, Teaching Methods, *Writing (Composition)

Identifiers—Journal Writing

One high school course in the novel that has proved to be very successful for gifted students requires four novels and—rather than quizzes and oral discussion—analytical papers and responsive journal writing. While the students pace their reading, the teacher can judge by the journal entries whether the students are on schedule. To enhance comprehension, lectures or films are presented as background for the novel being read, and vocabulary study focuses on unfamiliar words in the text. This interdisciplinary approach allows gifted students to decide how they will schedule their reading and writing and to get past the simple cognitive aspects of learning in order to concentrate almost totally on the higher levels of thinking—analysis, synthesis, and application—recommended for gifted students. The papers let them reach as far as they are able, and no teachers are imposing their thoughts on the students. Many students pursue independently some of the tangents created by the background information. This format seems to motivate average students also. They learn not to fear "big novels," since the course eliminates some of the "drag" on reading. It emphasizes reading for idea and enjoyment and promotes self-discipline. (HTH)

ED 199 765 CS 206 238

Stensland, Anna Lee
Integrity in Teaching Native American Literature.
Pub Date—Mar 81

Note—8p.; Paper presented at the Annual Meeting of the Conference on English Education (19th, Anaheim, CA, March 19-21, 1981).

Pub Type—Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Literature, *American Indians, *Annotated Bibliographies, *Authors, Bibliographies, Books, High Schools,

Instructional Materials, Junior High Schools, Literature Appreciation, North American History, North American Literature

The 1973 and 1979 editions of "Literature by and about the American Indian," published by the National Council of Teachers of English (NCTE), are examined in this paper for titles by native American writers that are appropriate for junior high and high school students. A few of the books recommended in the NCTE publications remain out of print, and while many of the other titles are highly recommended, they either are written by Anglo writers or are autobiographies as told to an Anglo writer. Many of the titles cited are briefly summarized, and the paper concludes with a bibliography of works by native American authors only. (HTH)

ED 199 766 CS 206 239

Bell, Elizabeth S.
Training the Tutor: A Comparison of Attitudes toward Writing.
Pub Date—Feb 81

Note—14p.; Paper presented at the South Carolina Council of Teachers of English Spring Conference (Columbia, SC, February 21, 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College English, *College Freshmen, Higher Education, Peer Teaching, *Self Concept, Self Evaluation (Individuals), *Student Attitudes, Tutoring, *Tutors, *Writing (Composition), Writing Instruction, *Writing Research

To examine the effect of placement in freshman English classes on the way students perceived themselves as writers, a college English instructor conducted an informal comparison of the attitudes of freshman English students with those of tutor-trainees. Both groups of students were asked to write a description of themselves as writers with no directions about content. As expected, the freshman students described themselves as poor writers, giving myriad reasons for their perceived inadequacies—some implying that they must be poor writers because they were in a remedial class. The responses of the tutor-trainees, expected to be positive since being tutor-trainees implied that they were good writers, were also negative. The difference between the two groups was that the tutor-trainees had an understanding of their writing problems, usually self-imposed standards. A posttest at the end of the semester showed that both groups benefited from working together. The freshman students' attitudes about themselves as writers became more positive, and the tutors, by working with less experienced writers, learned to explain concepts they had taken for granted, thereby reinforcing their own skills, and were reassured by the success of their students. (HTH)

ED 199 767 CS 503 177

Trauth, Denise M. Huffman, John L.
Toward a Theory of the First Amendment Rights of Children.

Spons Agency—Bowling Green State Univ., Ohio.
Pub Date—May 80

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (30th, Acapulco, Mexico, May 18-23, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Advocacy, *Children, *Child Welfare, *Civil Liberties, *Court Litigation, Evaluation Criteria, *Federal Regulation, *Freedom of Speech, Guidelines, Legal Problems, Mass Media

Identifiers—*First Amendment

A number of court cases are being decided and laws are being passed that have an impact upon the First Amendment rights of children in the United States. In addition, groups such as the national Parent Teachers Association, Action for Children's Television, the Council on Dental Health, and the American Public Health Association are lobbying for legislation that would limit the types of communication available to children. The U. S. Congress in turn is pressuring federal agencies like the Federal Communications Commission and the Federal Trade Commission to make rules defining material permissible for children's consumption. Although this trend seems to be gathering momentum, there are as yet no mechanisms for defining what the rights of the children are and no approach that allows for the uniform application of those rights.

The "heightened judicial scrutiny test" would give lawmakers and judges alike guidelines to be used in insuring society's interest in the protection of children and the child's interest in becoming an informed member of the adult society. The heightened judicial scrutiny test involves answering two questions: (1) Does the regulation at issue serve an important government objective? and (2) Is the regulation substantially related to the achievement of that objective? (RL)

ED 199 768 CS 503 225

Fitzgerald, Jon M., Ed.
Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.

Michigan Interscholastic Forensic Association, Ann Arbor.

Spons Agency—Michigan Univ., Ann Arbor. Bureau of School Services.

Pub Date—80

Note—92p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Competition, *Debate, Group Activities, Guidelines, High Schools, *Public Speaking, School Policy, Secondary Education, *Speech Communication, *State Standards

Identifiers—*Forensics, Michigan

Rules and regulations for debate and individual speech event activities are provided in this guide, which is designed for use by members of the Michigan Interscholastic Forensic Association (MIFA). The guide contains (1) a calendar of speech events, (2) regulations governing event participation and conduct, (3) school membership requirements, (4) school classification information, (5) student eligibility requirements, (6) information about costs of participation in the various events, (7) guidelines concerning tournament postponements due to inclement weather, (8) qualifications of nonteaching personnel supervising forensic activities, (9) qualifications for judges of various events, (10) procedures for timing events, (11) the MIFA publications list, and (12) a list of awards for MIFA activities. The major portion of the guide is devoted to outlining the rules for debate and individual event activities and to the operation of the student congress. It also contains information used in classifying stage productions for drama competition. (HOD)

ED 199 769 CS 503 262

Blackman, Bernard I.
Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S.

Pub Date—Nov 79

Note—22p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979). Best copy available.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Behavior Patterns, College Students, *Communication Research, *Cultural Differences, Foreign Countries, *Foreign Students, Informal Organization, Intergroup Relations, Political Power, *Power Structure, *Public Speaking, Rhetoric, Speech Communication

Identifiers—Audience Response, *Intercultural Communication, Iran, *Iranians

A study was conducted to explore aspects of intercultural communication present when Iranians attempted to communicate publicly in the United States. Thirty-six American students with little previous knowledge of Iran were interviewed following their attendance at a public lecture/demonstration sponsored by Iranian students in Texas. The Americans' responses to and impressions of Iranian students fell into eight areas that caused or indicated confusion, misunderstanding, or alienation. Some of these areas of conflict for the Americans were the Iranians' intense intergroup conflict, their unexpected public forum tactics, their high emotionalism, their lack of facts and substantiation, their personal attacks or personalization of issues, their wild accusations of conspiracies and plots, and their unusual or inadequate speakers. The Iranian system of organizing and regulating political relationships—based on a web system that relies on networks of informal power relationships as the basis of authority, power, and politics—can explain how even though the Iranians were eager to gain American support, their attempts to communicate and persuade usually resulted in limited success. (MKM)

ED 199 770 CS 503 276

Austin, Bruce A.

Film Attendance: Why College Students Chose to See Their Most Recent Film.

Pub Date—Apr 81

Note—27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 24-26, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiences, Behavioral Science Research, *College Students, *Films, Higher Education, *Media Research, Predictor Variables, Questionnaires, Student Attitudes, *Student Interests, *Student Reaction

Identifiers—Audience Analysis, *Film Viewing

An important issue with regard to film audience is the salience individuals attribute to a variety of film-specific variables which, in turn, determine their particular movie-going experience. This study details the results of an investigation of the importance of 28 potentially influential variables in movie attendance decisions. Respondents to the self-administered questionnaire were students enrolled in randomly drawn classes of a northeastern college. Results indicate that (1) movie-going was rated as "somewhat unimportant" to "indifferent" as a leisure activity; (2) movie attendance was virtually unrelated to the respondents' use of three other media; and (3) the subject matter of the film and the influence of friends were most important to the most recent film attendance experience. As much as 55% of the total variance in movie attendance was accounted for by the variables examined in the study. (HOD)

ED 199 771 CS 503 285

Adams, R. C.

An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation.

California State Univ., Fresno.

Pub Date—81

Note—131p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Audiences, Factor Analysis, *Followup Studies, *Q Methodology, *Research Methodology, *Television Research, *Television Viewing

Identifiers—*Audience Analysis, *Market Segmentation

Precipitated by questions of using Q methodology in television market segmentation and of the replicability of such research, this paper reports on both a reexamination of 1968 research by Joseph M. Foley and an attempt to replicate Foley's study. By undertaking a reanalysis of the Foley data, the question of replication in Q method is addressed. By replicating the Foley work with recommended modifications in a different market and holding analytic methodology constant, the replication question is further explored; and by examining the results from Foley's two studies and from the present study in the context of the nature of Q method and its prior uses, comment is offered on the market segmentation question. Detailed discussions of the reanalysis and the replication demonstrate how Foley's Q sort was a potentially useful approach to audience segmentation within a uses and gratifications framework, although the progress of more than a decade has, to some degree, bypassed the tool and some of the ideas underlying it. Concluding remarks indicate that the Q method retains considerable utility for further investigation of audiences by segments. (RL)

ED 199 772 CS 503 286

Bennie, Roanna Violet Eadie, William F.

Nonmember Trust of a Group.

Pub Date—Feb 81

Note—22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Attitudes, Behavioral Science Research, College Students, Communication Problems, *Communication Research, Credibility, *Group Behavior, *Group Membership, *Groups, Higher Education, *Interpersonal Competence, Interpersonal Relationship, Models, Speech Communication

Identifiers—*Interpersonal Communication, *Trust
A model of the generation of initial trusting atti-

tudes toward groups by individuals who were not members of those groups was developed from the literature on interpersonal trust. The model proposed that perceptions of situational threat would be preconditions to the saliency of trust as a concept. Given that trust was a salient concept, the model predicted that competence, motivation, and openness would serve as independent determinants of trusting attitudes. A test of the model involving 319 college students provided support for the model. Under conditions of high threat, each of the three factors predicted variation in trusting attitudes and no significant interaction effects were observed. Under conditions of low threat, manipulation of the three variables made no difference in determining trusting attitudes. The findings show that initial trust of groups in threatening situations can be predicted from perceptions of competence, motivation, and openness. (FL)

ED 199 773 CS 503 287

Sanders, Wayne

Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick?

Pub Date—Mar 81

Note—15p.; Paper presented at the combined Annual Meeting of the Popular Culture Association and the American Culture Association (Cincinnati, OH, March 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, *Employer Employee Relationship, Employment Practices, *Freedom of Speech, Job Satisfaction, *Legal Problems, Organizational Climate, *Organizational Communication, *Organizations (Groups), Speech Communication

Identifiers—*Whistle Blowing

Free speech for the public employee is much more limited than free speech in the society at large. The courts have been unwilling to extend free speech protection carte blanche and have instead cautiously attempted to define what speech would be allowed or prohibited in public organizations. This approach is illustrated in four areas of court concern: (1) the controversy between internal versus external communication, (2) the establishment of criteria to distinguish protected from unprotected speech, (3) the scrutiny of organizational regulations, and (4) the case of organizational members refusing to participate in certain activities. Regardless of what free speech protections are available to an employee, they are only as good as the employee's ability to press a free speech claim. Two practical problems are involved in this: lack of due process hearings and the complexity of organizational punishments. It is clear, then, that while the First and Fourteenth Amendments of the Constitution may offer some protection for the outspoken employee, that employee must fight hard for the protection. If protecting whistle blowers is an important goal of society, then alternative legal strategies should be considered. One such strategy might be a specific contract with free speech provisions clearly stated. Another, and more promising strategy, is statutory protection. (FL)

ED 199 774 CS 503 288

Spitzberg, Brian H.

Loneliness and Communication Apprehension.

Pub Date—Feb 81

Note—35p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Anxiety, Attribution Theory, *Communication Research, *Communication Skills, Higher Education, *Interpersonal Competence, *Loneliness, *Speech Communication

Identifiers—*Communication Apprehension

Calling upon attribution theory, a study was conducted to determine whether chronically lonely individuals would manifest significantly more communication apprehension (CA) than would situationally lonely individuals. The UCLA loneliness scale (LS) and the Personal Report of Communication Apprehension (PRCA) were administered to 170 college students. Two versions of the LS were used, one instructing the students to refer to their last two weeks of experience and the other referring to most of their lifetime. The operational definition of situational loneliness consisted of scores falling more than one standard deviation

above the mean on the two-week scale and less than the mean on the lifetime scale. Chronic loneliness was operationalized as scores that were more than one standard deviation above the means for both scales. Using these criteria, 10 situationally lonely and 9 chronically lonely students were chosen for analysis. This analysis revealed that chronically lonely persons rated significantly higher than situationally lonely persons in CA. The results were interpreted as supporting an attributional model of loneliness and as providing important considerations for the therapeutic intervention involved in the treatment of both CA and loneliness. (FL)

ED 199 775 CS 503 289

Young, Wanda

Forecasting Communication Competencies of Teachers.

Pub Date—Feb 81

Note—16p.; Paper presented at the Meeting of the Association of Teacher Educators (Dallas, TX, February 15-18, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Communication Skills, Comparative Analysis, Educational Needs, *Home Economics Education, Home Economics Teachers, Interpersonal Competence, *Job Skills, Occupational Surveys, *Speech Communication, Teacher Attitudes, Teacher Educators, Teaching Skills

Identifiers—*Teacher Competencies

Home economics professionals were surveyed to determine the communication competencies necessary for the completion of their tasks. The most highly rated of the 13 competencies listed by the subjects were the abilities to converse in professional situations, to use oral processes (argument, complaint, opinion, persuasion, questioning), and to speak in public. The same list of competencies was then presented to 13 teacher educators who rated them for their importance to teachers. After considering the items alone and in groups of two and of four, the teacher educators rated the abilities to listen and to evaluate most highly. In addition, they rated other verbal skills—such as the oral processes of questioning, debate, and persuasion; conversation; and presentation strategies—as important. (Author/FL)

ED 199 776 CS 503 290

Bendelow, Mary Margaret

Perceptions of Male and Female Dominant Behavior in Small Group Interactions.

Pub Date—Feb 81

Note—35p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attribution Theory, Behavior, *Behavioral Science Research, College Students, Communication Research, Females, Group Dynamics, *Individual Characteristics, *Leadership, *Leadership Qualities, Males, *Sex Differences, Sex Stereotypes

Identifiers—*Dominant Behavior

A study was conducted to determine how males and females were perceived when using identical dominant behaviors. The subjects, 360 college students, viewed one of six stimulus drawings of groups of four seated people and indicated their attributions of dominant behavior on 22 bipolar perceptual scales. Analyses were conducted to create and compare profiles of perceptions attributed to the dominant-acting person in each condition stimulus. In all, five conclusions were drawn from the data: (1) dominant behavior was perceived as a "masculine" trait, and having leadership designation increased such a perception; (2) leadership designation was crucial to those who sought to be seen as influential in groups; (3) the sex of the dominant-acting person was important, although leadership designation had an overriding influence; (4) leadership designation was important for males and females for different reasons—males needed such designation to be seen as intelligent in comparison with other males and as possessing a variety of leadership attributes, while females needed leadership designation to lessen the possibility of their behavior being seen as other than feminine or as extradominant; and (5) perceptions of males and females in situations with role ambiguity emphasized the need for leadership designation. As role ambiguity increased, perceptions of

males and females tended more toward the stereotypic, especially for females. (RL)

ED 199 777 CS 503 291

Henry, David

Once More, With Feeling: Reagan and "The Speech" in 1980.
Pub Date—Feb 81

Note—16p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).
Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Persuasive Discourse, *Political Issues, *Politics, Public Speaking, Rhetoric, Rhetorical Criticism, Speech Communication, *Speeches

Identifiers—Carter (Jimmy), *Political Campaigns, *Reagan (Ronald)

Ronald Reagan's rise from political neophyte to Republican candidate for governor of California in 1966 was characterized by a public relations strategy, which was bolstered by "The Speech," a 30-minute anti-big government, defense-of-freedom message. He presented this message appropriately to each audience to identify himself with diverse political factions. To downplay his lack of political experience, Reagan aides manipulated his image to "prove symbolically" that he would be a good administrator. These "speech" tactics were also central to Reagan's 1980 presidential campaign, in which he deplored the weak national defense and government intervention. His campaign announcement was designed to ally him with moderate and conservative Democrats and independents, as well as moderate Republicans. Reagan also sought to broaden his appeal by taking his campaign into Democratic strongholds, by producing commercials aimed at the working class, by meeting with black leaders, and by contrasting President Jimmy Carter's appeal for austerity by rallying the country's potential with positive ideological language. His meetings with people in international affairs was the "symbolic proof" of his foreign policy leadership essential to his "presidential image." Although his campaign was expertly timed to the disenchanted national mood, credit for his victory is due to "The Speech" rhetorical strategy that convinced the voters he was capable of governing the nation. (HTH)

ED 199 778 CS 503 292

Spicer, Christopher H.

The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension.

Pub Date—Feb 81

Note—28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (February 14-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anxiety, *Clothing, College Students, *Communication Research, Higher Education, *Individual Characteristics, *Nonverbal Communication, Predictor Variables

Identifiers—*Communication Apprehension, *T Shirts

A study was conducted to assess the relationship between printed t-shirts and communication apprehension. In the first phase of the study, self-reports were used to categorize 206 college students as either high or low in communication apprehension. The second phase of the study consisted of others' evaluations of t-shirts worn by selected subjects from the first phase (22 ranked high and 22 ranked low in communication apprehension). Results indicated that the perceived uniqueness of a t-shirt is positively correlated with its comment provoking potential. Additionally, the results supported the hypotheses that those people identified as high in communication apprehension have fewer comment provoking t-shirts and wear them less often than do people low in communication apprehension. The findings indicated that the comment provoking potential of any clothing item may be an important underlying nonverbal dimension of the interaction of clothing consciousness and clothing choice. (RL)

ED 199 779

Congalton, David Burtis, John O.

Applying Professional Evaluation Standards to Forensics Directors.

Pub Date—Feb 81

Note—10p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Debate, *Evaluation Criteria, *Faculty Advisers, Higher Education, *Speech Communication, *Teacher Evaluation, *Teacher Qualifications

Identifiers—*Forensics

Suggesting that the university faculty members assigned extra-curricular duties with forensics have been denied proper evaluation procedures, this paper argues for the need to apply professional evaluation standards to forensics directors. It proposes four separate components to be considered in developing such standards: (1) professional qualifications, (2) academic excellence, (3) administrative ability, and (4) interpersonal and instructional qualities. (FL)

ED 199 780 CS 503 294

Lipinski, Hubert, And Others

Supporting Task-Focused Communication.

Institute for the Future, Menlo Park, Calif.

Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date—Oct 80

Grant—MCS77-01424

Note—10p.; Paper presented at the Annual Meeting of the American Society for Information Science (Anaheim, CA, October 5-10, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication (Thought Transfer), Communication Research, *Computer Oriented Programs, Computers, *Group Dynamics, Groups, Information Theory, *Problem Solving, Systems Approach

Identifiers—*HUB System

The extension of computer based communication to the more task-focused communication required by groups involved in joint problem solving is discussed in this paper. Specifically, it addresses three areas: (1) the aspects of the joint problem solving that are most suited to computer based communication support, (2) the computer based communication facilities that are needed to undertake the problem solving tasks, and (3) the facilities that might best be structured to promote communication through the display of information, group interaction, and the storage of information. In particular, it discusses the capabilities of the HUB system, which has been specifically designed to support such communication. In conclusion, it presents some preliminary findings from a continuing evaluation of the system based on the experiences of a number of user groups. (Author/FL)

ED 199 781

Sequist, Jack

Effective Listening: Key to Intimate Communication.

Pub Date—Nov 79

Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, San Antonio, TX, November 10-13, 1979).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Disclosure, Higher Education, Interaction, *Interaction Process Analysis, *Interpersonal Relationship, *Listening Skills, Models, *Speech Communication

Identifiers—*Interpersonal Communication

Intended for those who teach dyadic communication, this paper argues that each partner in an intimate relationship has two primary communication needs: (1) to listen, look at, and pay attention to the "self" in order to attain clear awareness as a source of information for self-disclosure; and (2) to listen, look at, and pay attention to the "other" and to respond with accurate empathic statements and nonverbal behaviors that communicate nonjudgmental understanding. Following a review of the literature, the paper presents an interactional model of intimate communication in which each partner alternates between being self-aware and other-aware and in which the interactional process con-

sists of mutual self-disclosure and empathic responding. The paper concludes with a call for intensive training in self-awareness/self-disclosure and empathy in any program of instruction for intimate communication. (FL)

ED 199 782

Mele, Joseph C.

University of South Alabama Dialect Tape Center:

Audio Tape Resources.

University of South Alabama, Mobile.

Pub Date—[80]

Note—17p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Area Studies, Audiotape Cassettes, *Dialects, Foreign Countries, Indexes, *Language Classification, *North American English, *Regional Dialects, Research Tools, *Resource Materials

Intended for use by teachers, actors, linguists, sociologists, and others interested in dialect study, this catalog lists the holdings of the Dialect Tape Center at the University of South Alabama (Mobile), an organization that was founded to provide ready access to tape recordings of representative American English as it is currently spoken throughout the country. In addition, the catalogue provides a limited listing of tapes of non-American speaking English in 23 foreign countries. The tapes listed were recorded from individuals selected as typical of the local population of speakers, and each tape generally consists of two parts: an impromptu monologue and a 44-sentence sequence highlighting each American phoneme. The catalog is divided alphabetically according to state and then to city, county, or region. Each of the more than 300 entries also provides information concerning the age and sex of the speaker and the date the recording was made. An ordering code number is provided for each tape. (FL)

ED 199 783

Picard, Robert G.

Litigation Costs and Self-Censorship.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-434

Pub Date—Feb 81

Note—7p.

Pub Type—Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Censorship, *Court Litigation, *Freedom of Speech, Journalism, *Legal Costs, Mass Media, *News Media, Newspapers, *News Reporting, Socioeconomic Influences

Identifiers—*Self Regulation (Groups)

Rising litigation costs caused by lawsuits against the media and by media efforts to defend their perceived First Amendment rights are posing a threat to press freedom. In an attempt to stave off the costs of litigation, the media resort to self-censorship. In addition, pressure groups and individuals wishing to control or influence content have used fear of litigation costs to their advantage and to the disadvantage of the public. In California, for example, many newspapers and news services stopped carrying stories about the controversial rehabilitation organization Synanon for fear of becoming involved in costly court battles with that group. (Author/FL)

ED 199 784

Boileau, Don M., Boileau, Janet L.

Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Futures (of Society), *Individualized Education Programs, *Mainstreaming, *Speech Communication, Speech Curriculum, *Teacher Role

Identifiers—*Teacher Competencies

This paper argues that the individualized education plan (IEP) mandated by Public Law 94-142 for mainstreamed handicapped students provides educators with a model for the future—when all students will have a right to an IEP. The paper first discusses the characteristics of an IEP, suggesting that it should ideally identify the child's present performance achievements, the goals to be achieved by the end of the year, how these goals will be met

by classroom activities, and how attainment will be evaluated. It then asserts that since the IEP model is the oral-based conference, speech communication teachers have several advantages, and the high school speech class is a natural class for mainstreaming. The paper provides a list of guidelines for working with mainstreamed learning disabled students who have difficulties with attention span, hyperactivity, and related organizational problems. It concludes with a list of four basic teacher competencies: (1) the ability to plan an IEP for each student, (2) the ability to prepare a task analysis for each goal, (3) the ability to communicate in appropriate ways with a diverse group of students, and (4) the ability to apply a variety of teaching/learning strategies. (FL)

ED 199 785 CS 503 301

Arnold, Carroll C.

Liberal Education: Speech Communication in the Process and the Product.

Pub Date—Apr 81

Note—10p; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Austin, TX, April 7-10, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*General Education, Higher Education, Interaction, *Interpersonal Competence, *Liberal Arts, Social Adjustment, Social Change, Social Experience, *Speech Communication, Speech Curriculum, *Speech Instruction, Speech Skills, Verbal Communication

Speech communication plays a significant role in a liberal arts education. Studying and practicing oral communication constitutes direct inquiry into the social and psychological features of social life and survival and presents reality phenomena more directly and emphatically than do writing or other types of communication. Such direct social learning balances the many depersonalized aspects in social life by addressing attention to what people do and create. Anyone involved in public speaking, acting, small group problem solving, interpreting literature orally, or studying speaking disabilities will confront the ways people make, revise, and sometimes destroy social organization. The social goals of liberal education have been described as making students aware of how society functions, the forces shaping its future, and its alternatives and problems. Oral communication is practice in adjusting to, shaping, and creating social systems and being active in social change. Liberal education ought to aid people to see themselves and their surroundings clearly and realistically. Those who study and teach oral communication have ideal opportunities to open young minds to the social and aesthetic criteria that clarify what is relevant and central. (HTH)

ED 199 786 CS 503 302

Wenner, Lawrence A.

Political News on Television: A Closer Look at Audience Use and Avoidance Orientations.

Pub Date—Nov 80

Note—44p; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Communication Research, Factor Structure, *Information Seeking, *News Reporting, Orthogonal Rotation, Political Issues, Politics, Predictor Variables, *Research Methodology, *Television Research, *Television Viewing

Identifiers—Audience Analysis, *Audience Response, *Political Campaigns

Based on preliminary interviews with 40 adults, an instrument was devised for assessing voters' uses and gratifications of viewing television news about presidential campaigns. When this instrument was used to survey 226 persons of voting age, an analysis by orthogonal rotation of the data produced a six-factor solution accounting for 52.6% of the variance. The six factors were labeled (1) avoidance (the most potent of the six factors), (2) conversation, (3) parasocial interaction, (4) surveillance (general information seeking), (5) entertainment, and (6) selectivity. The results, largely consistent with earlier research on the subject, add some potentially important insights via the use of more extensive, open-ended preliminary interviews and the consequent development of a larger inventory of relevant items for testing. In using a lengthier and more sophisticated

categorical scheme to measure gratifications relevant to political news, it became possible to make some potentially useful distinctions about what kind of surveillance gratifications are most relevant to different types of people attempting to make vote decisions. The findings, such as those pointing to comedy entertainment as a viable orientation for political cynics, also suggested that some latent, socially awkward, and systematically dysfunctional gratifications not only can be articulated by respondents, but more importantly can be empirically understood. (RL)

ED 199 787 CS 503 303

Parcells, Frank E., III

The Emergence of Mass Communication Curricula in Illinois Community and Junior Colleges.

Pub Date—Dec 78

Note—73p; Masters Thesis, Southern Illinois University

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, Curriculum, *Curriculum Research, Higher Education, *Mass Media, *Speech Curriculum, *Two Year Colleges

Identifiers—*Illinois

A survey was conducted of the 56 public and private two-year colleges in Illinois to determine the nature of their course offerings in mass communication. The results showed that 65% of the schools offered a course in mass communication and 72% offered an introductory course. Most of the introductory courses had been offered for more than five years. The survey course was offered primarily in the degree-oriented, transfer educational programs, and most academic administrators indicated that they had confidence in their survey course instructor. Specialty media courses dealing with television, film, radio, and newspapers were well-established in the college curricula. Few of the schools, however, offered any type of communication degree program and fewer still planned to initiate such programs in the near future. (FL)

ED 199 788 CS 503 304

McCroskey, James C.

Oral Communication Apprehension: Reconceptualization and a New Look at Measurement.

Pub Date—Apr 81

Note—44p; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anxiety, *Communication (Thought Transfer), *Measurement Techniques, *Speech Communication, *Theories

Identifiers—*Communication Apprehension

Noting that the communication apprehension (CA) construct advanced more than a decade ago is restricted to talking, this paper points out that the construct now encompasses all modes of communication, including writing and singing. The first section of the paper examines current conceptualizations of the CA construct and compares these to other constructs that have recently been advanced, particularly those of stage fright, reticence, unwillingness to communicate, predispositions toward verbal behavior, shyness, and audience anxiety. The second section of the paper discusses the CA types (trait-like, generalized-context, person/group, and situational), causes, and effects. The third section evaluates several measures of the different types of CA and concludes that an instrument is available to measure situational and person-group CA, some forms of generalized-context CA, but not other types. In addition, it suggests that satisfactory instruments are available to measure trait-like CA concerned with writing and singing, but not that concerned with talking. The paper then proposes a new measure of trait-like CA that concerns talking to other people—the Personal Report of Communication Apprehension-24. Copies of the various instruments examined are appended. (FL)

ED 199 789

Kreps, Gary L.

Communication Education in the Future: The

Emerging Area of Health Communication.

Pub Date—Apr 81

Note—19p; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Communication Skills, Educational Needs, Health Education, *Health Personnel, Helping Relationship, *Interpersonal Competence, Interpersonal Relationship, Medical Education, *Speech Communication, *Speech Curriculum

One area of communication education that is ripe for growth is that of health communication, where human communication knowledge is adapted to the demands of health care practice. The development of interdisciplinary communication programs such as curricula in health communication can begin to bridge the gap in knowledge between different disciplines and provide epistemological gains for both health care scholars and communication scholars. Problems and issues in the delivery of health care such as lack of patient compliance, misunderstandings and miscommunications between practitioners and patients, unrealistic expectations by both patients and health professionals, and insensitivity in helper-patient relationships are explored in health communication courses. Human communication training, focusing on the relationship between health care and human interaction, can provide the impetus necessary to facilitate in health care professionals both an appreciation for the importance of human communication, and the development of effective health communication skills. (HOD)

ED 199 790 CS 503 306

Sherard, Regina G., Comp. And Others

Minorities in the Media.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-436

Pub Date—Mar 80

Note—12p.

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blacks, Black Stereotypes, *Broadcast Industry, Characterization, Employment Patterns, Film Industry, *Mass Media, Newspapers, News Reporting, *Racial Discrimination, Role Perception, Television

The four reports in this compilation focus on the role of blacks in the various media. The first report provides a general discussion of the status of blacks in the media, and notes that it has been largely analogous to their political and economic development. The second report traces the changing image of blacks as it has been portrayed on television, in both entertainment shows and news coverage. It also discusses the advent of black owned television stations. The third report considers the lack of a black presence in journalism and the subsequent lack of news coverage in the black community. The final report analyzes the role of image of blacks projected in movies from "Birth of a Nation" to the recent television movie, "Beulah Land." (FL)

ED 199 791 CS 503 307

Taylor, Shirley Diane

Minority Broadcasting Ownership.

Freedom of Information Center, Columbia, Mo.

Report No.—FOI-435

Pub Date—Mar 81

Note—9p.

Pub Type—Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Broadcast Industry, *Mass Media, *Minority Groups, *Power Structure

Identifiers—*Media Ownership

A national effort has emerged to foster ownership of broadcasting facilities by members of racial and ethnic minorities. The Federal Communications Commission (FCC), the courts, the executive branch of government, and members of congress, have all backed the case for more minority ownership in the broadcasting industry. Special interest groups, such as the National Association of Broadcasters, have also helped by providing technical and financial assistance to minority group owners. As a result, the number of minority owned media has increased dramatically over the past two decades.

While the future appears bright, it is clearly not without problems. Minorities face unique problems in programing material suited for their audiences. In addition, the problems of attracting advertising dollars and obtaining accurate ratings of audiences loom large for the minority broadcaster. (FL)

ED 199 792 CS 503 308

Glenn, Ethel C. Pood, Elliott A.

Communication Training/Consulting: A Case Study in Training Real Estate Agents.

Pub Date—Apr 81

Note—15p.; Paper presented at the Southern Speech Communication Association (Austin, TX, April 7-10, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Communication Skills, Consultants, Continuing Education, Course Descriptions, Higher Education, *Interpersonal Competence, Nontraditional Students, Nonverbal Communication, *Outreach Programs, *Real Estate Occupations, *Speech Communication, Workshops

Identifiers—University of North Carolina

The new emphasis on oral communication effectiveness and interpersonal competence in the business world challenges educators to design courses that meet the needs of people who need this kind of training but cannot register for routine college courses due to time constraints. The University of North Carolina (Greensboro) department of communication designed an experimental course to reach this kind of student when a realtor requested a course that would use only the principles applicable to increasing communication effectiveness in real estate agents in an increasingly tight housing market. The course dealt with three factors influencing interpersonal transactions: (1) causes of communication breakdowns, (2) self-concept, and (3) nonverbal factors. Role-playing resulted in new insights in the areas of orientation, persuasion, and the use of visual aids. Specialized courses allowed the instructor the advantages of smaller, more motivated classes and the opportunity for more precise application of communication theory. They also offered the institution additional income and the chance to expand into the community. Although the policies and procedures of some institutions may force instructors to establish an outside consulting firm, it is to the institution's advantage to retain such training workshops as official programs. (HTH)

ED 199 793 CS 503 309

Lane, Shelley D.

Empathy and Assertive Communication.

Pub Date—Feb 81

Note—23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-18, 1981). Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assertiveness, Behavioral Science Research, Communication (Thought Transfer), *Communication Research, *Empathy, *Interpersonal Competence, *Interpersonal Relationship, Literature Reviews, *Perspective Taking

A review of communication research was conducted to (1) describe and clarify the nature of empathy, (2) investigate the construct of assertiveness, (3) posit a possible relationship between empathy and assertiveness, and (4) provide possible suggestions for future research. The literature indicates that conceptualizations of empathy primarily stress an orientation toward others, while assertive communication most often places an emphasis upon the self. Although first analyses indicate a negative relation between the two constructs, empathy and assertiveness do share some essential defining characteristics. Both constructs are conceptualized as ways to facilitate human understanding, both entail recognition of another individual's thoughts and feelings, and both involve the notion of appropriateness and flexibility in manifesting empathic and assertive communication. Some research even offers "empathic assertion" as a specific type of assertiveness to be used in appropriate situations. It appears that a threshold might exist whereby assertiveness and empathy are related linearly up to a point, after which highly empathic individuals lose sight of their own goals and exhibit nonassertive behaviors. Continued research into this relationship, as well as a curriculum in assertiveness and empathic caring for

others' rights, may effectively improve some of the problems besetting contemporary society. (RL)

ED 199 794 CS 503 310

Leonard, Rebecca

Managerial Styles in Academe: Do Men and Women Differ?

Pub Date—Apr 81

Note—22p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Austin, TX, April 7-10, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Behavioral Science Research, *College Administration, Communication Research, Communication Skills, Department Heads, *Females, Higher Education, Interpersonal Competence, Interpersonal Relationship, *Leadership Styles, *Males, Self Evaluation (Individuals), *Sex Differences, Sex Role

A pilot study was conducted on the communication styles of male and female administrators at a university campus. Interviews were conducted with four male and four female administrators about their background, motivations and career goals, support, problems, and leadership styles. Because of the exploratory nature of the investigation, the one-hour interviews tended toward open-ended question answering. In contrast to similar studies, little difference between male and female administrators was found. The results suggested that the university climate may in fact encourage more androgynous managers. The men and women interviewed showed remarkably more similarities than differences. Although the women noted slightly more concern for others, they also were concerned with and skillful at the more traditionally male organizational behaviors. The responses of the men demonstrated recognition and development of skills in relating and communicating with others. Both groups stressed the importance of both a task and a people orientation for effective administration. (RL)

ED 199 795 CS 503 311

Krull, Judy M.

Design and Implementation of an Effective Drama Unit for Middle School/Junior High.

Pub Date—Apr 81

Note—19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Drama, *Dramatics, Junior High Schools, *Language Arts, Middle Schools, *Production Techniques, Sequential Approach, Teaching Guides, *Units of Study

An overview is offered on the development of a drama unit for middle and junior high school language arts classrooms. A time line of the play unit is presented, indicating a sequence of learning and stage production activities. Appendixes contain sample materials for use during the six-week unit, including sign-up sheets, a writing assignment on character analysis, a quiz on makeup and character analysis, a vocabulary quiz, a quiz on play production terms and spelling, a play production test, a postproduction evaluation form, and lists of plays, references, and resources. (RL)

ED 199 796 CS 503 312

Smith, Glenn

Applied Communication: Use of Speech Communication Faculty Expertise in University Administration.

Pub Date—Apr 81

Note—15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Austin, TX, April 7-10, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Policy, Advisory Committees, College Faculty, Conflict Resolution, Consultants, *Faculty College Relationship, Higher Education, Occupational Surveys, *Policy Formation, *Speech Communication, Teacher Attitudes, *Teacher Participation, *Teacher Role Identifiers—*Faculty Activity Analysis, Speech Communication Association

Based on the observation that speech communication faculty often contribute their expertise in the business world but seldom have the opportunity to do so where administrative policy is concerned, a

study was conducted to determine how active the speech communication expert is in the development and implementation of policy on his or her campus. Subjects were 226 members of the Speech Communication Association (SCA) selected from the "Speech Communication Directory," 1980. The subjects, representing four academic ranks, a ratio of men to women similar to that of the SCA, and a variety of sizes and types of institutions, were asked to respond to a 15-question survey by indicating the amount of involvement they had with service to the institution. The return of the survey was 54%, or 122 respondents. According to the results, service in committee work occurred frequently, but there was little opportunity for service on committees as communication experts for mediation of conflict, trouble shooters for communication problems, or committee leaders. There was very little opportunity to serve the college administration as spokespersons or speech writers, or as parliamentarians to the faculty senate. There was also little participation in advising administrators on ways of improving vertical communication between administration and faculty, and 91% indicated that they had never been asked to conduct a workshop in listening by their administration. (HTH)

ED 199 797 CS 503 313

Fryar, Mariell

Coaching for Individual Events.

Pub Date—Apr 81

Note—14p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Austin, TX, April 7-10, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Competition, Debate, Faculty Advisers, Higher Education, High Schools, *Persuasive Discourse, Public Speaking, *Rhetoric, Speech Communication, *Speech Instruction, *Teacher Role

Identifiers—*Forensics

Coaching students for excellence in the individual events of forensics should encompass the contexts of education, rhetoric, art, and competition. Coaches must keep in mind that forensic events are built on the principles of communication theory, not the rules of contest, and that an effective individual event experience will be the result of extending the activities of the communication classroom, supplementing them, and applying the basic principles of communication to all events. In the rhetorical context, the goal of forensic coaching is to instill in students a sense of ethical responsibility, which can be underscored by extending events into the school and community. In an artistic context, speech activities are performances like any other artistic endeavor, and should entail creativity. A substantial amount of time should be devoted to developing pleasing vocal usage and effective nonverbal techniques. In a competitive context, there must be some instruction in the basic, sometimes varying, rules of the events, which can be accomplished by reading sample ballots and individual events invitations. Holding practice rounds that simulate real tournament conditions and reviewing principles involved in selecting a topic and analyzing a topic that appears obscure are also important factors in competitive coaching. Finally, coaching for individual forensic events should embody the principles of instruction, practice, and constructive criticism. (HTH)

ED 199 798 CS 503 316

Cooper, Stephen

Lyndon Johnson's Press Conferences.

Pub Date—80

Note—32p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Discourse Analysis, *News Media, News Reporting, *Persuasive Discourse, *Presidents, Publicity, Public Opinion, *Public Relations, *Rhetoric, Rhetorical Criticism, Speech Communication

Identifiers—*Johnson (Lyndon Baines), *Press Conferences

Because President Lyndon Johnson understood well the publicity value of the American news media, he sought to exploit them. He saw reporters as "torch bearers" for his programs and policies and used the presidential press conference chiefly for promotional purposes. Although he met with reporters often, his press conferences were usually impromptu, which discouraged thorough prepara-

tion by newpeople. Often he denied public access and scrutiny, which broadcast conferences afford. He was generally uncomfortable when reporters had him at a disadvantage. He overused the prerogative of the opening statement through excessive length and by narrowing the scope of possible news inquiry. He also limited his effectiveness because of his frequent unresponsiveness through controlling, fencing, and evading. While he was able to give useful answers, he usually failed to respond directly to news reporters and generally let his own purposes dominate in the news conference. In general, President Johnson was probably effective in using the press conference to satisfy his own aims—especially to gain publicity and promote his administration—but by pursuing his own ends in such calculated and extensive ways he reduced other potential values of the press conference, too often at the expense of the press and the American public. (Author/HTH)

ED 199 799 CS 503 317
Vanlear, C. Arthur, Jr.

The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication.

Pub Date—Feb 81

Note—25p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, Attribution Theory, *Behavioral Science Research, Black Stereotypes, Communication Research, Distance, Higher Education, *Interpersonal Competence, Negative Attitudes, *Racial Bias, *Racial Relations

Identifiers—*Defensiveness, Interpersonal Communication, *Social Distance

Tests were constructed to measure three dimensions of prejudice related to interracial communication: stereotyping, affective reactions, and communicative social distance. A test was also constructed to measure the type of attributional choices made about blacks. The attributional choices were either defensive (negative and stereotypical) or nondefensive (positive and nonstereotypical). The reliability of these tests was assessed and the following hypotheses were tested: (1) The attributions made about blacks are significantly different from the attributions made about people whose race is unknown. (2) Highly prejudiced people are significantly more defensive in their attributions about blacks than are randomly selected people in their attributions about actors whose race is unknown. (3) There is a positive correlation between each of the three dimensions of prejudice on attributional defensiveness. (4) The effects of the three dimensions of prejudice on attributional defensiveness are additive such that each dimension has a significant, unique, and independent contribution to attributional defensiveness. Analyses of responses from 300 randomly selected college students confirmed the four hypotheses. (Author/RL)

ED 199 800 CS 503 318

Martin, Vicky Gordon

Organizational Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors.

Pub Date—Apr 81

Note—35p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administration, *Administrators, Banking, Behavioral Science Research, *Communication Research, Field Studies, *Interaction Process Analysis, *Organizational Communication, *Problem Solving

A field study was conducted to examine the communication behaviors by which seven bank executives identified problems. Data on the subjects' communication behaviors were obtained through observations, the written documents pertaining to the identification of problems by the subjects, and postobservational surveys and interviews of the subjects. The research findings are as follows: (1) Problems were identified through information scanning and information sharing, based on the executives' managerial roles. (2) Problems were also identified by subordinates and filtered to senior management for attention and action. (3) The "squeaky wheel

disorder" was an inappropriate filtering of problems from subordinates to senior executives. (4) Factors affecting the problem-identifying process were subordinates' apprehension, the need to make individuals accountable for identifying problems, and the credibility of the individual identifying a problem. (5) Six types of problem-identifying messages were used by the executives, including inconsistent information messages, stress messages, anticipation messages, scapegoating messages, threatening messages, and messages with opportunity/risk combinations. (RL)

ED 199 801 CS 503 319

Friedrich, Gustav W.

Promoting the Department within the University.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).

Pub Type—Speeches/Meeting Papers (150)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Curriculum Development, *Declining Enrollment, *Departments, Enrollment Influences, Higher Education, *Speech Communication, *Speech Curriculum, Speech Instruction

Identifiers—University of Nebraska

In the face of declining college enrollment and increased budget cuts, the speech communication department at the University of Nebraska devised a successful strategy to preserve and promote itself within the university. Outside authorities were selected for a department review committee. At the graduate level, the areas of concentration were reduced from seven to four to achieve an optimum balance of breadth and depth, and dual level and advanced level courses were offered on a rotating basis. To increase the low number of speech majors, students were allowed to tailor the program to a variety of career options, with cooperation from other departments. The introductory course format was changed to a modified mastery instructional mode to accommodate different learning styles, and the graduate and faculty teaching load was reduced. To keep the rest of the university informed of the changes in the department, each change was presented through a university committee, student course evaluations were reported, courses were co-listed with those of other departments, and the department prepared a proposal to improve the written and oral communication skills of the university students with five other departments. The department also sponsors workshops, an internship program, and competitive and community debate to draw attention to the practical importance of speech communication. (HTH)

ED 199 802 CS 503 320

Rodgers, Raymond S.

Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression.

Pub Date—Apr 81

Note—26p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Austin, TX, April 7-11, 1981).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Analysis, *Court Judges, *Freedom of Speech, *Opinions, *Persuasive Discourse, *Rhetoric, Speech Communication

Identifiers—*Absolutism, *Douglas (William O)

Noting that United States Supreme Court Justice William O. Douglas has often been characterized as an "absolutist" in terms of First Amendment policy, this paper argues that, in fact, Douglas's policy positions provided for less than absolute freedom to communicate. The paper then reveals, through an analysis of 18 of Douglas's opinions, an absolutism of a different sort: the reliance on "absolute philosophies and immutable canons," not so much for policy statements "per se," as for rhetorical means to generalized policy orientations. Based on this analysis, the paper offers evidence for the existence of a rhetorical genre, "argument from ideal," founded upon tenets of natural law philosophy. Various sections of the paper discuss (1) natural law theory, (2) argument from ideal, (3) the "Thomist" subspecies of argument from ideal, and (4) the "natural rights" subspecies of argument from ideal. (FL)

ED 199 803

Butler, Jerry P.

God, Preachers, and Segregation.

Pub Date—Apr 81

Note—12p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Austin, TX, April 7-10, 1981).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clergy, *Content Analysis, Discourse Analysis, *Persuasive Discourse, Protestants, Racial Integration, *Racial Segregation, *Rhetoric, Rhetorical Criticism, Speech Communication

Identifiers—*Sermons, *United States (South)

In 1965, transcripts were collected of 72 sermons on the issue of racial integration preached between 1955 and 1965. The sermons, all given by Baptist, Methodist, Presbyterian, or Episcopal ministers in the southern United States, were examined to determine the position advocated by the minister. The sermons deemed segregationist were then analyzed for recurring strategies used to defend the segregation viewpoint. The major arguments of the segregationists may be summarized as follows: (1) segregation is the divine will of God as expressed in the Bible; (2) desegregation leads to mixed marriages, which are undesirable; (3) segregation is a universal law of nature; (4) integration is supported by the Communist party; (5) the motives of those who support integration are improper; (6) segregation does not necessarily entail discrimination; (7) segregation is desired by blacks; (8) a democracy allows the free choice of personal associates; and (9) segregation is supported by many great and famous people. The collected segregationist sermons are not, however, representative of the bulk of southern preaching during that ten-year period. Many southern ministers were silent on racial issues, while others felt that general lessons of fellowship and love of neighbor were sufficient. Some were, no doubt, afraid to preach on the subject, but a surprising number of the collected sermons openly advocated integration. (HTH)

EA

ED 199 804

EA 012 745

Control Points in School Business Management, Presenting General Observations, Specific Control Points, and a Series of Checkpoints for the Practicing School Business Administrator.

Association of School Business Officials, Chicago.

III.

Pub Date—79

Note—20p.; Revised outline of an address at the Annual Meeting of the Association of School Business Officials (48th, Dallas, TX, October 15-19, 1962) by Dr. Schyler C. Joyner.

Available from—Publications Dept., Research Corp. of the Association of School Business Officials of the United States and Canada, 720 Garden St., Park Ridge, IL 60068 (\$3.00).

Pub Type—Guides—Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Administrative Principles, Administrator Characteristics, Administrator Guides, Budgeting, Computer Oriented Programs, Educational Facilities, Elementary Secondary Education, Food Service, Insurance, Management Information Systems, Personnel Management, Purchasing, School Accounting, *School Administration, *School Business Officials, School Maintenance, Storage, Student Transportation

This revised outline of a 1962 address contains general guidelines considered still useful for practicing school business administrators. Introductory "general observations" and a preamble give advice about good personal qualities, policy and planning practices, and relations with school boards, community, staff, and fellow professional administrators. After defining the function of school business officials—to provide necessary resources, personnel, and planning for meeting school goals—the outline touches on 11 major areas of school business administration. In each area it lists critical components and suggests proper actions. The areas covered are (1) business division organization, including relationship to the school district, lines of authority, and people and paper management; (2) business personnel recruitment, salaries, dismissal,

and communications; (3) accounting functions, such as budgeting, money handling, and auditing; (4) facilities management and administrative, construction, custodial, and maintenance services; (5) pupil transportation, especially buses and bus drivers; (6) purchasing procedures, buying policies, and costs; (7) warehousing, to save space and money and control inventory; (8) food services, and the problems of productivity, costs, and contracting; (9) insurance requirements, distribution, and selection; (10) data processing, including selection of services and delivery systems; and (11) educational resources management systems (ERMS), for organizing necessary information. (RW)

ED 199 805 EA 012 746
Cooperative Purchasing Guidelines, Background and Research, Pros and Cons, Examples of Exemplary Programs, Sample Forms, and Organization Procedures.

Association of School Business Officials, Chicago, Ill.

Pub Date—79

Note—46p.; For a related document, see EA 012 747.

Available from—Publications Dept., Research Corp. of the Association of School Business Officials of the United States and Canada, 720 Garden St., Park Ridge, IL 60068 (\$5.00).

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Consortia, Cooperative Planning, Cooperative Programs, Elementary Secondary Education, Guides, Institutional Cooperation, *Interdistrict Policies, *Purchasing, Records (Forms), School Districts

Cooperative purchasing programs among school districts have grown rapidly in the past decade, but significant questions remain about the benefits and drawbacks of such programs. This document presents the results of a project sponsored by the Association of School Business Officials for the purpose of addressing these questions. Comprising contributions from numerous sources, the report includes background information and results of research on cooperative programs, discusses many of the pros and cons of cooperative purchasing, cites exemplary programs, shows samples of forms used, and describes organizational procedures. (Author/PGD)

ED 199 806 EA 012 748
Haering, Franklin C.

School Safety Handbook, A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23.

Association of School Business Officials, Chicago, Ill.; National Safety Council, Chicago, Ill.

Pub Date—77

Note—110p.

Available from—Publications Dept., Research Corp. of the Association of School Business Officials, of the United States and Canada, 720 Garden St., Park Ridge, IL 60068 (\$5.00).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Accident Prevention, Administrator Guides, Administrator Responsibility, Administrator Role, Advisory Committees, Driver Education, Elementary Secondary Education, *Emergency Programs, *Fire Protection, Physical Education, *Safety Education, Safety Equipment, School Policy, *School Safety, Student Transportation, Traffic Safety

Identifiers—Safety Directors

A wide variety of school safety guidelines are included in this handbook. The introduction provides guidelines for delegating responsibility to school personnel. Procedures for developing safety policies and for establishing school safety councils and committees are outlined. A chapter on traffic control specifies procedures for pavement marking and the use of traffic signs, school crossing protection and school transportation. The manual also details the responsibilities of various school personnel in the development and implementation of school emergency procedures and provides general safety information regarding a wide variety of specific topics, such as lifting heavy objects, working around machines, preparing food, protecting parts of the body, and safe handling of foods. Guidelines for special activities areas cover use of power machinery, poisonous plants, toxic substances, driver education, physical education, animals in the classroom, and safety days. Topics related to buildings and

grounds include fire drills and after school activities. Four appendices provide checklists for accident prevention, school safety, food service safety, and the use of power mowers. A bibliography of safety publications is included. (JEH)

ED 199 807 EA 013 076
Taxing & Spending in the Silver State.

Nevada Univ., Reno. Bureau of Governmental Research.

Pub Date—79

Note—49p.

Available from—Bureau of Governmental Research, University of Nevada, Reno, NV 89557 (\$1.00).

Journal Cit—Nevada Public Affairs Review; n2 1979

Pub Type—Collected Works - Serials (022) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgeting, Budgets, Educational Finance, Elementary Secondary Education, Enrollment Trends, Expenditures, Finance Reform, Financial Support, Food, Higher Education, Local Government, Property Taxes, *Resource Allocation, School Support, State Aid, *State Legislation, *State Programs, State Universities, *Taxes

Identifiers—Gambling, *Nevada, Proposition 13 (California 1978)

This issue of the "Nevada Public Affairs Review" focused primarily on the politics of state taxing and spending in Nevada. The articles present several aspects of this topic, including a comparison of taxation in Nevada with that in other states, an analysis of the growth of the gaming industry in Nevada, an argument for removing Nevada's tax on food, a discussion of the funding of education in Nevada, an analysis of the budgetary implications of the changing patterns of enrollment at the University of Nevada at Reno, a look at the financial outcomes for public education of the 1979 session of the state legislature, a breakdown of the effects of the legislature's 1979 tax package, a presentation of the effects of Nevada's S.B. 204 on local governments, a Nevada county administrator's look at the budget process, and a table showing local government budgets for fiscal year 1979-80. Articles not specifically about Nevada include a defense of the property tax and an article on the impact of Proposition 13 in California. (JM)

ED 199 808 EA 013 160
The Principal as Change Agent. The Best of ERIC

on Educational Management, Number 55.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Change, Administrator Attitudes, Administrator Characteristics, *Administrator Role, Attitude Change, *Change Agents, *Change Strategies, *Educational Change, Educational Needs, Motivation Techniques, *Needs Assessment, Organizational Change, *Principals, School Administration

Twelve essays and books reviewed in this annotated bibliography contribute information about how principals can identify the need for change and how they can implement successful change strategies. The literature contains several case studies as well as empirical research data. One study concludes that change is more likely to occur when administrators are hired from outside the district. Outsiders were also found to be more committed to their careers and to believe they had more persuasive ability in initiating change. Another author emphasizes the importance of questioning the motives of administrators when they propose changes. Among elementary principals, those with more experience or those who employed teacher aides were more frequently viewed as comprehensive change agents. The interpersonal climate of a school, the technological level of a district, and the personal characteristics, attitudes, and behavior of principals are also seen as important factors in the initiation of

change. (WD)

ED 199 809 EA 013 165

Wilcox, Kathleen

The Ethnography of Schooling: Implications for Educational Policy-Making.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—IFG-PR-80-A10

Pub Date—Jul 80

Note—88p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Role, *Educational Anthropology, Educational Change, *Educational Policy, Educational Practices, *Educational Research, Elementary Secondary Education, *Ethnography, *Governance, Higher Education, Parent School Relationship, Policy Formation, Program Development, Program Evaluation, Program Implementation, Program Improvement, *Research Methodology

Ethnography, a qualitative, small-scale, in-depth approach to research developed within the discipline of anthropology, is here explored as a potential strategy in the investigation of issues related to educational governance and policy-making. The first section of the paper defines the term ethnography and discusses characteristics of the methodology in its application to the study of schooling. The second section offers an overview of the work in educational ethnography to date that is most directly relevant to policy-making. The studies discussed investigate schools from the perspectives of stability and change, focusing on interactional dynamics, on relationships between staff and parents, on the role of educational administrators, and on ways cultural values are expressed in schooling. The third section analyzes the implications of ethnographic research for educational policy-making. The author states that ethnography's primary strengths in educational research include its usefulness in problems of definition, especially in understanding processes of change, in the development of action programs, and in program implementation, evaluation, and modification. (Author/WD)

ED 199 810 EA 013 178

Administrators and the Courts. The Best of ERIC on Educational Management, Number 56.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 81

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, *Administrators, Annotated Bibliographies, Board of Education Role, Civil Rights Legislation, *Compliance (Legal), *Court Litigation, Discipline, Due Process, Educational Malpractice, Federal Courts, *Legal Problems, *Legal Responsibility, State Courts, Student Rights, Teachers, *Torts

Identifiers—Defamation, Supreme Court

The eleven publications reviewed in this annotated bibliography discuss litigation and legal issues in education, such as administrator discretion in student discipline, the constitutional rights of students and teachers, defamation of character, and the school board's authority to transfer personnel. The literature also examines the issue of proving good faith, the establishment of a legal identity for principals, the necessity for following due process, the limits to an administrator's immunity from liability, and the legal aspects of managing a school's fiscal and physical resources. The authors stress that a thorough knowledge of the legal responsibilities in all areas of school operation is necessary to effective administration. (WD)

ED 199 811

EA 013 179

Husen, Torsten And Others

Teacher Training and Student Achievement in Less Developed Countries. World Bank Staff Working Paper No. 310.

World Bank, Washington, D. C.

Pub Date—Dec 78

Note—178p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, Developing Nations, Educational Research, Elementary Secondary Education, Foreign Countries, Inservice Teacher Education, Research Needs, Student Improvement, Student Teacher Relationship, Teacher Attitudes, Teacher Background, *Teacher Characteristics, *Teacher Education, *Teacher Effectiveness, Teacher Influence, *Teacher Qualifications, Teacher Role, Teaching Experience, Teaching Methods

Identifiers—Chile, India

Part 1 of this paper reviews major research findings on the relationship of teacher characteristics to student achievement. Of the 16 teacher variables analyzed, those identified as important to student performance are teacher certification, ability and achievement, experience, inservice training, expectations for students, and methods. Policy recommendations include the development and improvement of teacher training programs in developing countries, accompanied by thorough research into the demographic, structural, and cultural context for each program and focusing on the development of teacher knowledge and ability in specific subject areas. The authors also recommend further research on the impact on learning of the unique relationships between teacher and student as well as the threshold effects of teacher competence variables. Part 2 of the paper reviews an empirical study of the effect of teacher training and teacher competence on student science achievement in the countries of Chile and India. Verbal IQ shows the strongest effect on student achievement, followed by teaching methods, teacher training and home background. (Author/WD)

ED 199 812

EA 013 180

Neumann, Peter H.

Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398.

World Bank, Washington, D. C.

Pub Date—Jun 80

Note—89p.

Pub Type—Tests/Questionnaires (160) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Copyrights, Elementary Secondary Education, Financial Support, Foreign Countries, Government Publications, *Instructional Materials, Production Techniques, *Publishing Industry, Teaching Guides, *Textbook Preparation, *Textbook Publication

Identifiers—Private Enterprise, Third World

Concentrating on the complexities of large scale primary and secondary school textbook production, this paper provides guidelines and information for creating viable publishing industries in developing countries. Statistical analysis, personal experience, case studies and responses to a questionnaire (appended) on the publishing roles of the public and private sectors in developing countries form the basis from which the author constructs his blueprint for publishing of textbooks in the Third World. He concludes that textbooks, teacher editions, and related materials are cost effective, efficient tools and vital factors in upgrading academic achievement, especially where teachers are less qualified. He states, moreover, that a developing nation must build its educational institutions and its teacher training programs and accept a long-range commitment to the publishing effort in order to guarantee success. Such publishing programs lend themselves to bank financing and further the World Bank's goals of providing equal access to education and building the human resources requisite for economic development. (Author/WD)

ED 199 813

EA 013 181

Colclough, Christopher

Primary Schooling and Economic Development: A Review of the Evidence. World Bank Staff Working Paper No. 399.

World Bank, Washington, D. C.

Pub Date—Jun 80

Note—34p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Birth Rate, Cost Effectiveness, *Developing Nations, Economic Progress, *Educational Benefits, Educational Economics, *Education Work Relationship, *Elementary Education, Financial Needs, *Financial Support, Foreign Countries, *Productivity

Identifiers—Third World Education Systems

By reviewing pertinent studies and data, this paper seeks to define the economic benefits of primary schooling within a worldwide context. The author concludes that investment in primary schooling results in more productivity at work and in the home. The returns from primary schooling in most developing countries are higher than from other forms of educational investment. Benefits of primary schooling include increased incomes for the poor, reduced fertility rates, increased farmer productivity, improved health and nutrition, and significant positive behavioral and attitudinal changes. The pressing needs in the Third World, for teacher-training facilities, books and equipment, curricular innovation, and the money to pay teacher's salaries, could be supplied by donor countries and agencies. Meanwhile, the author recommends further research on the impact of primary schooling on worker productivity outside the formal sector and on health and an analysis of qualitative change in schooling and its influence on school outcomes. (Author/WD)

ED 199 814

EA 013 182

National Strategies for Curriculum Design and Development. Report of a High-Level Personnel Study and Seminar on Design of Curricula (Australia, September 10-22, 1979).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—87p.; APEID (Asian Programme of Educational Innovation for Development) Regional Seminar on National Strategies for Curriculum Design and Development (Canberra and Sydney, Australia, September 10-21, 1979).

Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, NY 10016.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Change Strategies, Curriculum Design, *Curriculum Development, Developing Nations, Educational Planning, *Educational Policy, Foreign Countries, National Programs, *Public Policy

Identifiers—Asia, Australia

In September 1979, representatives of 14 of the 20 member nations of the Asian Programme of Educational Innovation for Development met in Australia to discuss national strategies for curriculum design and development. This report on that conference begins with summaries of the position papers filed by the representatives from the Democratic Republic of Afghanistan, Australia, India, Indonesia, Japan, the Republic of Korea, Malaysia, Nepal, Pakistan, Papua New Guinea, the Philippines, Singapore, Sri Lanka, and Thailand. A description of the Australian educational institutions visited by conference participants, including national agencies involved in curriculum development, state-level agencies, teachers' centers, colleges of advanced education, and elementary and secondary schools, follows. The report then presents three basic themes discussed at the conference: the planning and organization of curriculum development for present and future needs (including relationships between national agencies and agencies at other levels, and strategies for translating national goals into school curricula); strategies for curriculum development (including material production, dissemination, and evaluation strategies); and teaching and curriculum development (including selection and training of curriculum developers, obtaining teacher involvement in curriculum development and implementation, and development of supportive organizations within schools). A conference summary, recommendations, and appendixes conclude the report.

(PGD)

ED 199 815

EA 013 183

Developing Instructional Materials for Productive Skills. Report of a Study Group Meeting (Jakarta, Indonesia, October 2-17, 1979).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

Pub Date—80

Note—73p.; APEID (Asian Programme of Educational Innovation for Development) Study Group Meeting on Developing Instructional Materials for Productive Skills.

Available from—UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Developing Nations, Foreign Countries, Instructional Materials, Material Development, National Programs, *Vocational Education

Identifiers—Asia, Indonesia

In October 1979, representatives of six of the twenty member nations of the Asia Programme of Educational Innovation for Development met in Indonesia to discuss formulation of guidelines for developing instructional materials for teaching productive skills. This report on that conference begins with comments on experiences in materials development in the participating countries: the Democratic Republic of Afghanistan, India, Indonesia, Malaysia, the Socialist Republic of Viet Nam, and Sri Lanka. A description follows of the five Indonesian vocational educational institutions visited by conference participants for observation of the implementation of skill education curricula. The third section of the report presents the results of group analyses of the materials development experiences common to several countries or unique to particular countries. These analyses concentrated on three areas: the concept and objectives of skill education, approaches to skill education, and instructional materials. As a result of these sessions, the conference developed guidelines for materials development, which are presented in the final section of the report. (PGD)

ED 199 816

EA 013 186

Morrison, William

Good Schools for Middle Grade Youngsters: Characteristics, Practices, and Recommendations. National Middle School Association, Fairborn, Ohio.

Pub Date—78

Note—49p.

Available from—National Middle School Assn., P.O. Box 968, Fairborn, OH 45324 (\$2.50; Quantity discounts).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, Educational Philosophy, Educational Practices, Educational Quality, *Institutional Characteristics, Junior High Schools, *Middle Schools, School Administration, Student School Relationship, Teaching Methods

Operating on the assumption that good middle schools differ significantly from other schools and that the differences should be identifiable by a disinterested observer, the author of this document visited 39 schools and attended 3 conferences to learn at first hand the characteristics of good middle schools and to identify the practices that made them good. The product of this informal study is a listing of 33 characteristics of good schools and 270 ideas or practices used in the schools in such processes as administration, instruction, curriculum planning, gaining student involvement, maintaining good community relations, and obtaining funding. The author offers specific recommendations to state departments of education, local school districts, and administrators at the school building level. (PGD)

ED 199 817

EA 013 187

Lounsbury, John H. And Others

The Middle School in Profile: A Day in the Seventh Grade.

National Middle School Association, Fairborn, Ohio.

Pub Date—80

Note—89p.

Available from—National Middle School Association, P.O. Box 968, Fairborn, OH 45324 (\$4.95; quantity discounts).

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Research, Educational Philosophy, Educational Practices, Field Studies, *Grade 7, *Institutional Characteristics, Junior High Schools, *Middle Schools, Observation, Student Behavior, *Student Characteristics, Student School Relationship

To determine the nature of middle school education as it is currently practiced, researchers randomly selected 100 seventh-grade students in 100 schools in 30 states, and assigned an observer to write down each student's behavior and describe the learning environment at specified intervals during the school day of February 17, 1977. Analysis of the observations and comments made by the observers led to general conclusions in three major areas: first, the instructional program in middle schools too often is insufficiently interesting or relevant and too frequently fails to provide enough variation in the school day; second, instructional strategies and materials are undergoing modification, but more emphasis needs to be placed on the individual students' needs; and third, relationships between teachers and students were found to be good but were not translated into an education fostering independence of thought, sensitivity to learning styles, or the sharing of learning experiences by both student and teacher. The characteristics of seventh-graders and of middle schools are described in this report, six sample observers' reports are included, study results are analyzed, and the future of the middle school concept is discussed. (Author/PGD)

ED 199 818

EA 013 188

George, Paul S., Ed.

The National School: A Look Ahead.

National Middle School Association, Fairborn, Ohio.

Pub Date—77

Note—161p.

Available from—National Middle School Association, P.O. Box 968, Fairborn, OH 45324 (\$3.95; quantity discounts).

Pub Type—Opinion Papers (120)—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, Educational Improvement, Educational Innovation, Educational Philosophy, Educational Practices, Institutional Characteristics, Junior High Schools, *Middle Schools, Student Characteristics, Student School Relationship, Teacher Education

Fourteen nationally recognized middle school educators were asked in 1977 to respond to the current issues in middle school education in a personal way, focusing on the concerns that seemed most vital to them. This document consists of their responses. Among the topics addressed are public attitudes, economic pressures, teacher and administrator training, curriculum requirements, conflicts between those advocating junior high schools and those supporting the middle school concept, declining enrollment, disagreements concerning standardization or individualization of the curriculum, and a list of needs including those for evaluation, accountability, adequate research, closing the gap between theory and practice, and considering the physical and intellectual makeup of middle school students. The papers presented are intended to provide a basis for planning the future of the middle school movement. (Author/PGD)

ED 199 819

EA 013 189

Johnston, J. Howard, Ed. Markle, Glenn, Ed.

Middle School Research: Selected Studies 1977-79.

National Middle School Association, Fairborn, Ohio.

Pub Date—80

Note—152p.; Some pages may be marginally legible due to broken print of original document.

Available from—National Middle School Assn., P.O. Box 968, Fairborn, OH 45324 (\$6.00; quantity discounts).

Pub Type—Reports—Research (143)—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Cognitive Style, *Educational Environment, Inservice Teacher Education, Junior High Schools, *Middle Schools, *School Organization, *Student Attitudes, Student Teacher Relationship, Teacher Attitudes, Teacher Strikes, Teaching Styles, Television

Research symposia were held at the 1977, 1978, and 1979 annual conferences of the National Middle School Association. This document reproduces 14 selected studies relating to middle schools from the papers presented during those symposia. Topics covered are effects of teaching behaviors; teacher-managed inservice training; relationships among student self-concept, attitude toward curriculum, and academic achievement; relationships among sex, age, and modality learning style; teachers' attitudes about middle school characteristics and functions; comparisons between Kansas junior high and middle schools; television and students; effects of staffing patterns on student achievement and attitudes; effects of a strike on organizational climate and leadership; effects of organizational structure on attitudes of teachers and students toward middle and junior high schools; effects of cognitive style and classroom climate on students' attitudes and achievement in first year algebra; relationships between performance in eighth grade science and student perceptions of the teacher; relationships between trait anxiety, peer presence, task difficulty, and skill acquisition of sixth grade boys; and relationships between writing apprehension and eighth grade students' attitudes toward literature. (PGD)

ED 199 820

EA 013 190

Middle School Research Studies, 1980.

National Middle School Association, Fairborn, Ohio.

Pub Date—80

Note—126p.; Graphs may be marginally legible. Papers presented at the Research Symposium at the Annual Conference of the National Middle School Association (Nashville, TN, November 12-15, 1980).

Available from—National Middle School Assn., P.O. Box 968, Fairborn, OH 45324 (\$5.00; quantity discounts).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Administrator Attitudes, Class Organization, Classroom Techniques, Discipline, Drug Abuse, Educational Change, Family Influence, Generation Gap, Individualized Instruction, Interpersonal Relationship, Junior High Schools, *Middle Schools, Reading Failure, Research Methodology, Student Attitudes, Student Characteristics, *Student Teacher Relationship, Teacher Attitudes, *Teaching Styles

Identifiers—Time Utilization

The 12 papers presented at the Research Symposium of the National Middle School Association's 1980 Annual Conference are reproduced in this document. Topics covered are teachers', principals', and national leaders' perceptions of the middle school; priorities of needs, competencies, and training of middle grade teachers; a case study of the transition of a seventh grade center to a middle school; middle and junior high school students' attitudes toward family influences and generational differences; an observational study of core and departmentalized eighth grade classrooms; problem-solving strategies of transitional early adolescents; development of a scale for measuring teacher time use; development of instrumentation for determining teachers' disciplinary styles; relationships between teacher behavior and student participation in ninth grade algebra classes and middle grade science classes; effects of differentiation of instruction on academic achievement and particularly on reading skill retention; and abuse of drugs and related substances. (PGD)

ED 199 821

EA 013 191

Grinstead, Kenneth

The Michigan Teacher and Tenure, A Study of The Michigan Teachers' Tenure Act 1980.

Elken Associates, Ann Arbor, Mich.

Pub Date—80

Note—203p.; For a related document, see ED 105 555.

Available from—Elken Associates, 2507 Meade Ct., Ann Arbor, MI 48105 (\$7.95; 15% discount for 10 or more copies).

Pub Type—Guides—Non-Classroom (055)—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Administrators, Contracts, Court Litigation, Employer Employee Relationship, Grievance Procedures, Job Layoff, Leaves of Absence, Probationary Period, Retirement, State Courts, State Legislation, Teacher Dismissal, Teacher Employment, Teacher Placement, Teachers, Teacher Strikes, Teacher Transfer, *Tenure

Identifiers—Demotion (Occupational), *Michigan, *Teacher Tenure Act (Michigan)

This document describes in some detail the origins and implications of the Michigan Teachers' Tenure Act of 1964. After describing the nature and general effects of tenure, the document discusses specific aspects of tenure law, citing relevant court cases and decisions by Michigan's Tenure Commission. The first topic covered is probationary service, including requirements and definitions of the probationary period, procedures for nonemployment of probationary teachers, and dismissal of probationary teachers. The discharge or demotion of tenured teachers is discussed next, including procedures, adequate justification for the actions taken, and the characteristics of hearings and formal charges. The full range of the right of appeal of tenured teachers is reviewed in the fourth chapter. The fifth chapter deals with the relationship between tenure and such related personnel matters as leaves of absence, lay-off and recall, transfer and reassignment, discontinuance of service, retirement, and extra pay for extra duty. The last two chapters cover tenure for administrators and remedies for tenured personnel wrongfully suspended, demoted, or discharged. Appendixes include the text of the Teachers' Tenure Act, the procedural rules of the State Tenure Commission, and listings of relevant decisions of state courts and the state's Attorney General. (PGD)

ED 199 822

EA 013 231

Harman, Grant

Reassessing Research in the Politics of Education.

Pub Date—Aug 80

Note—19p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1980).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Educational Administration, *Educational Research, Governance, *History, Literature Reviews, Policy Formation, *Politics, Research Methodology, Research Needs, Social Science Research, Theories, Trend Analysis

Identifiers—Policy Analysis, *Politics of Education, Research Priorities, Research Trends

Primarily concerned with the past development of the politics of education, this paper also looks at likely future directions and progress. First, it seeks to review briefly the growing body of research carried out from 1973 until 1980. Second, it evaluates the progress made since the beginning of 1973 in the development of the politics of education as an area of research specialization and comments on some of the problems the field faces today. Third, the paper offers suggestions concerning future research needs and priorities. (Author/JM)

ED 199 823

EA 013 235

Duane, Edward A. Bridgeland, William M.

The Problem of School People as Political Actors: Some Recommendations.

Pub Date—17 Oct 80

Note—13p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Toledo, OH, October 17, 1980).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Education, *Administrator Role, Course Content, Curriculum Design, Decision Making, Elementary Secondary

Education, Leadership Styles, *Management Development, Policy Formation, Political Power, *Politics, Power Structure, *Principals, *Teacher Participation, Teacher Responsibility, Teachers Identifiers—*Politics of Education

The focus in this paper is on political styles, political organization, and political interaction among educational power persons and groups. Recent research studies by the authors have looked at teacher perceptions of their power over curriculum. Questionnaires and interviews were administered to a random sample of teachers in several Michigan school districts. The researchers found that teachers are undecided about their ability to influence curriculum policy-making, that material considerations are of much greater importance than curriculum and that administrators have authority over curriculum but the board has more influence on material considerations. Current research by the authors investigates whether principals are "bureaucratic organization men" or "negotiator statesmen." Questionnaires and interviews will be completed by elementary school principals in Michigan. Preliminary findings indicate that community conflict and principal alienation are positively correlated, bureaucrats outnumber "negotiators," and principals are more affected by internal than external political turbulence. The authors maintain that principal training is lacking in courses on educational processes. In response, educational administration departments need to take a more multidisciplinary social science approach, including theories of social organization and political process and group dynamics analysis. (Author/JM)

ED 199 824 EA 103 244

Simensky, Jeffrey P. Weisz, Richard A.

Church-State Separation: Recent Trends and Developments. ADL Domestic Report: Law, Vol. VI, No. 1.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

Pub Date—80

Note—19p.

Available from—Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017 (free).

Journal Cit.—LAW; v6 n1 Win 1980

Pub Type—Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biblical Literature, *Civil Rights Legislation, Court Litigation, Parochial Schools, *Private School Aid, Religious Conflict, *Religious Discrimination, Religious Education, Religious Factors, *State Church Separation, Tax Credits, Trend Analysis, Unemployment Insurance

Identifiers—Religious Publications

Recent trends and developments regarding the practice of religion in public schools are discussed in this report. Topics included are prayer, display of religious symbols and materials, holiday observances, weekend activities, distribution and study of scriptural literature, "parochialism," and religious discrimination. The author concludes that the Establishment Clause of the U. S. Constitution has been breached with increasing frequency because of a trend towards more conservative attitudes by the public at large who are not tolerant of minority views; the growth of the Christian evangelical movement and its entry into politics; and the apparent willingness of judges to relax previous interpretations of the tri-partite test to evaluate governmental activity challenged under the Establishment Clause. (JEH)

ED 199 825 EA 103 248

Stecher, Brian Horowitz, Jonathan

Two Constraints to Utilization at the School Level.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—21 Nov 80

Note—31p.; Paper presented at the Annual Meeting of the California Educational Research Association (San Mateo, CA, November 20-21, 1980). Some paragraphs may not reproduce clearly due to broken print of original document.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Administrators, *Adoption (Ideas), Elementary Secondary Education, *Institutional Evaluation, Problems, Proximity, Relationship, *Research Utilization,

Time, Use Studies

This paper reports the results of a study that investigated factors constraining or encouraging the use of evaluation data by school administrators. It begins with a lengthy analogy about the use of a restaurant guide that is intended to illuminate how constraining or encouraging factors influence the use of evaluation data. The author defines a constraint as something a typical administrator would consider a limitation on understanding or alternative courses of action. The paper then explains and illustrates two major constraints to the utilization of evaluation results. The first is "proximity," which the author defines as similarity in time or structure. Within the author's framework, "structural proximity" of evaluation data is the similarity of the data in structure to the needs of the educators or the material being evaluated. "Temporal proximity" means the timeliness or currency of the data. The author concludes that both kinds of proximity have a positive influence on data collection. The second constraint identified is competing demands on administrators' time. According to the author, administrators are unable to pay attention to evaluation data when there are too many other demands on their time. (Author/JM)

ED 199 826 EA 103 255

Imber, Michael And Others

Increased Decision Making Involvement for Teachers: Ethical and Practical Consideration. Revised.

Pub Date—Aug 80

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Decision Making, Educational Research, Elementary Secondary Education, Literature Reviews, Productivity, Research Needs, Teacher Attitudes, Teacher Motivation, *Teacher Participation

Noting that several new programs have afforded teachers increased opportunity for participation in educational decision-making, this paper examines practical and ethical arguments supporting this trend. The practical arguments, which are based on the promise of increased educational productivity (evidenced often by student achievement), are found to be plausible but still in need of confirmation through research. The ethical arguments are an application to teachers of the doctrine of workplace democracy, the notion that workers have the right to participate in making decisions that affect their work. It is concluded that both types of arguments must be considered in the development of policy. (Author/JM)

ED 199 827 EA 103 258

Baratta, Anthony N.

Review of Salient Points of Volume II: Implications for Education of Prospective Changes in Society.

Pub Date—12 Aug 80

Note—16p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Norfolk, VA, August 10-15, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Birth Rate, Costs, Educational Objectives, *Educational Trends, Energy, Equal Education, Financial Support, *Futures (of Society), Population Trends, School Support, Teacher Militancy, Teacher Participation, *Trend Analysis

This paper looks at the state of education and the society in 1980 and compares major changes occurring in the last 15 years with predictions made in a 1967 publication called "Designing Education for the Future No. 2: Implications for Education of Prospective Changes in Society." The author identifies on-target predictions and major changes that occurred that were not predicted. Correct predictions include increased teacher power, demand for teacher accountability, increased interest in equalizing educational opportunities, and a number of specific new emphases in educational programs such as life-long learning, utilization of improved learning theory, parent education, and increased citizen involvement in educational governance. Major changes that were unpredicted included decline in

population growth, increases in energy costs, and decline in school support. The author includes some implications of all these changes for education. (Author/JM)

ED 199 828 EA 103 259

Merit Pay. Research Action Brief Number 15.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Evaluation Methods, Incentives, Literature Reviews, *Merit Pay, Program Implementation, Rewards, Self Esteem, Teacher Attitudes, Teacher Effectiveness, Teacher Evaluation, *Teacher Motivation, Teachers, Teacher Salaries

Merit pay programs are based on the simple idea that educators should be paid what they are worth; yet these programs face a host of practical problems, mostly centering on the difficulties of developing and administering such systems. A review of research shows that money may not be the best way to motivate teachers, who are more influenced by the intrinsic rewards of teaching. A report by the Educational Research Service suggests that merit pay programs often prove unworkable. Taken as a whole, the research in the area points most emphatically to a single conclusion about merit pay: its potential rewards are uncertain and it should be adopted, if at all, with a good deal of care. Evaluations must be made by several persons working with specific, multifaceted, and clearly articulated guidelines. Merit raises should not be reserved for a few superior teachers but must reward all who achieve a specific objective. Plans should be considered that reward teachers with praise or recognition rather than money, and schools should help create systems that foster more satisfying work experiences for teachers. (Author/JM)

ED 199 829 EA 103 309

School Security. The Best of ERIC on Educational Management, Number 57.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0007

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Adolescents, Alarm Systems, *Crime, Delinquency, Disadvantaged Youth, Elementary Secondary Education, Emotional Disturbances, Lighting, *Prevention, Principals, *School Security, *School Vandalism, *Violence

The 12 items in this annotated bibliography are entries in the ERIC system concerning school crime and how to improve school security. The articles and documents focus on a number of issues, including (1) how to reduce vandalism, (2) the principal's role in school crime management, (3) factors correlated with disruption in schools, (4) the prevention of crime and strategies for dealing with it, (5) sound detection systems, (6) results of studies on violence and school vandalism, (7) security devices (especially locks), (8) methods for identifying and analyzing school crime problems, (9) a method for preventing crime by addressing the factors motivating adolescents to commit crimes, (10) the selection of a security alarm system, (11) the essential aspects of developing a basic security program, and (12) a unique program to discourage vandalism by turning off all lights after closing hours. (JM)

ED 199 830 EA 013 326

Johnson, Eric W.

Trustee Handbook. Fourth Edition.

National Association of Independent Schools, Boston, Mass.

Report No.—ISBN-0-934338-44-2

Pub Date—80

Note—85p.

Available from—National Association of Independent Schools, 18 Tremont St., Boston, MA 02108 (\$6.50; 20% discount for 5 or more copies).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Evaluation, *Administrator Role, Administrator Selection, Advisory Committees, *Board Administrator Relationship, *Board of Education Policy, *Board of Education Role, Elementary Secondary Education, *Governing Boards, Principals, Private Schools, *Trustees

The principles of sound governance and administration of independent schools are discussed in this handbook for private school trustees. The nature and responsibilities of school boards are presented, along with a description of the functions of various types of board committees. A chapter on the duties of school board members provides orientation and suggestions for new trustees, including their responsibilities toward the various constituencies of a typical independent school organization. This handbook concludes with information describing the role of administrative heads, including their selection, function, and termination. (JEH)

ED 199 831 EA 013 328

Israel, William L. Ed.

Political Issues in Education. A Report of the 1978

Chief State School Officers Summer Institute.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—78

Contract—300-78-0070

Note—154p.

Available from—Council of Chief State School Officers, 379 Hall of the States, 400 N. Capitol St., NW, Washington, DC 20007 (free).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrator Role, Basic Skills, Bilingual Education, Career Education, Community Control, Curriculum Development, Educational Finance, Equal Education, Federal Aid, *Federal Legislation, Federal Programs, Federal Regulation, Federal State Relationship, Finance Reform, *Government Role, *Government School Relationship, Minimum Competency Testing, Multicultural Education, Policy Formation, *Political Influences, *Politics, School District Autonomy, *State Officials, *Superintendents, Teacher Certification, Teacher Education, Trend Analysis, Vocational Education Identifiers—*Politics of Education

Collected in this volume are the papers presented at the 1978 Chief State School Officers Summer Institute. The program was devoted to political issues in education and focused on a number of current educational problems. Political issues were discussed in relation to a number of areas, including federal education priorities, federal-state relations, the education-state government relationship, local control of education, school finance reform, competency testing, vocational and career education, bilingual and bicultural education, teacher education and certification, past and future trends, and curriculum reform. Each issue was examined in the light of four interrelated questions: What actors are involved in the decisions? What ends do they seek and how? What reallocations of power, financial support, or other resources will have to be made to satisfy varied interests? and What action-alternatives are open to state school officers? Presentations were made by noted scholars and practitioners. (Author/JM)

ED 199 832 EA 013 329

DeLellis, Anthony J. Semple, Barry F.

Effective Strategies for State Education Agencies in Community Education Development: A National Assessment.

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—POO770446

Note—48p.

Available from—Council of Chief State School Officers, 379 Hall of the States, 400 N. Capitol St., N.W., Washington, DC 20007 (free).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, *Agency Role, Communication (Thought Transfer), *Community Education, Financial Support, Information Dissemination, *Program Implementation, Public Relations, *State Departments of Education, State Programs, State School District Relationship, Technical Assistance

This study focused on successful strategies employed by state education agencies (SEAs) to encourage the development of community education programs and on the priority local education agencies (LEAs) place on community education. Questionnaires were returned from representatives of 51 state education agencies. The top ranked strategy for technical assistance was for SEAs to train LEA staff and community members. Strategies identified as most effective in encouraging SEA staff to plan cooperatively with other state agencies include sharing of materials and holding joint meetings between SEAs and other agencies. The rankings of strategies pertaining to the establishment of state-wide community education goals included identifying state-level agencies to participate, charging an SEA staff member with the responsibility for goal development, and presenting goals to the state board. Strategies concerning the dissemination of community education materials imply that personal contact (through such means as speeches, awareness meetings, or bulk mailings) with target audience is important. The most effective strategy for financing a state-level community education position was funding through the federal Community Schools Act. A majority of respondents perceive that their SEAs have assigned at least a medium priority to community education development. (Author/JM)

ED 199 833 EA 013 330

The 80's: How Will Public Education Respond? A

Report of the Council of Chief State School

Officers' Annual Summer Institute (10th, Jefferson-

ville, Vermont, Just 25-August 2, 1979).

Council of Chief State School Officers, Washington,

D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—79

Contract—300-79-0378

Note—164p.

Available from—Council of Chief State School Officers, 379 Hall of the States, 400 N. Capitol St., NW, Washington, DC 20001 (free).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Childhood Needs, Computer Assisted Instruction, Computer Oriented Programs, Cultural Pluralism, Declining Enrollment, Disadvantaged Youth, Educational Technology, *Educational Trends, Equal Education, *Futures (of Society), Governance, International Studies, Private Schools, Productivity, Public Schools, *Retrenchment, School Support, Second Languages, Special Education, *Trend Analysis, Youth Employment

Identifiers—Brown v Board of Education, Proposition 13 (California 1978)

This document reproduces the presentations given in a 1979 professional development seminar conducted for state officials responsible for education. The focus of the seminar was how the states can respond to the educational problems of the 1980s. Topics addressed include the overall picture of education in the 1980s, the implications of Proposition 13 and declining funds and enrollment, the governance of education in the next two decades, educating exceptional children in an age of limited resources, unemployed youth in the 1980s, the future of public and private schools, productivity in

education, educational technology in the next ten years, the Brown decision and cultural pluralism in the eighties, international education from kindergarten through the twelfth grade, and action priorities for meeting the needs of children in the eighties. (Author/JM)

ED 199 834 EA 013 332

Guidelines to Accompany the Elementary School

Self-Assessment Book, 1979.

British Columbia Dept. of Education, Victoria.

Pub Date—79

Note—28p.; For a related document, see EA 013 333.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Assessment, *Educational Quality, *Elementary Education, Evaluation Methods, *Guidelines, Questionnaires

These guidelines describe sample procedures used in the companion volume, the "Elementary School Self-Assessment Book." The authors do not intend to restrict creative adaptations of the book's contents and procedures, but rather to share procedures that have worked well in their experiences. They offer advice on allotment of time, adjustments for school size and local factors, internal and external assessment, data collection and analysis, use of questionnaires, formation of a steering committee and subcommittees, and implementation of recommendations. Appended are a sample time-line, parent questionnaire, and plan of action as well as comments on the product and process of self-assessment. (Author/WD)

ED 199 835 EA 013 333

Elementary School Self-Assessment Book.

Preliminary Edition.

British Columbia Dept. of Education, Victoria.

Pub Date—[79]

Note—140p.; For a related document, see EA 013 332.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Ancillary School Services, Curriculum, *Educational Assessment, Educational Objectives, Educational Philosophy, *Educational Quality, Educational Resources, *Elementary Education, Facility Inventory, Personnel Evaluation, Questionnaires, School Community Relationship, Student Evaluation

Questions and charts requiring both statistical data and evaluative answers comprise the major portion of this book on self-assessment of elementary schools. The areas assessed include school and community, philosophy and objectives, curriculum, pupil assessment, pupil support services, staff and administration, and school resources and facilities. Each section is also accompanied by a statement of guiding principles and a summary: A companion paper gives guidelines for use of the book. (WD)

ED 199 836 EA 013 334

Peters, Richard O.

Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System.

Pub Date—Jan 81

Note—30p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, Elementary Secondary Education, Humanistic Education, *Models, *Needs Assessment, *Program Development, *Staff Development, *Systems Analysis, *Teacher Evaluation

Several models of curriculum and staff development are described to provide guidance toward the goal of harmoniously blending a humanized curriculum and humanized instruction. The author compares the "explosive" and "implosive" designs for program development and instruction and argues that the implosive design should be adopted and that individual schools should not be allowed to determine their own courses of program development and delivery. He also recommends use of the cellular learning model for determining program needs, the cube model for teacher assessment, and the consortium model for testing the development of independent school systems. The author concludes that the use of these models can assist schools in clearly defining their objectives so that they can respond to the demand for accountability placed on them by their communities. (Au-

thor/WD)

ED 199 837 EA 013 335

Phillips, Ray C.
Leadership Expectancy.
 Pub Date—78
 Note—7p.
 Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Administrator Attitudes, Educational Quality, *Employer Attitudes, *Employer Employee Relationship, *Expectation, *Job Performance, Leadership Qualities, *Leadership Styles, Performance Factors, Student Teacher Relationship, Supervisory Methods, *Teacher Administrator Relationship, Teacher Effectiveness, Underachievement

Identifiers—Self Fulfilling Prophecies, Theory Y
 A review of theories of expectation as related to behavior shows a high correlation between educational leaders' perceptions of their faculties and the climate and quality of instructional programs. Thus, effective faculties and high quality educational programs could be linked to a particular type of leadership. Leaders who hold high expectations and assume that subordinates can be self-directed and seek responsibility are able to capitalize on untapped human resources. (Author/WD)

ED 199 838 EA 013 336

Peterson, Irving M., Ed. Colavita, Leon J., Ed.
District-Level Plan for Conservation, Energy Conservation Guidelines 1.

New Jersey State Dept. of Education, Trenton.
 Pub Date—80
 Note—23p.; For related documents, see EA 013 337-339.

Available from—Office of Central Services, New Jersey State Dept. of Education, 225 West State St., Trenton, NJ 08625 (\$1.50).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cost Effectiveness, Elementary Secondary Education, *Energy Conservation, Evaluation, *Fuel Consumption, Guidelines, *Program Development, Staff Utilization

Identifiers—Energy Audits
 Updating a similar booklet published in 1975, this guide is written to assist local school districts in organizing their energy conservation efforts to maintain vital services and programs and to provide the healthful, safe, and comfortable physical environment necessary for schools. Topics covered include the composition of the district energy conservation team and task force, the development of guidelines, an energy audit system, evaluation procedures, energy conservation suggestions, and a sample energy management program. (Author/WD)

ED 199 839 EA 013 337

Peterson, Irving M., Ed. Gates, Richard M., Ed.
Energy Conservation in School Facilities. Energy Conservation Guidelines 2.

New Jersey State Dept. of Education, Trenton.
 Pub Date—80
 Note—21p.; For related documents, see EA 013 336-339.

Available from—Office of Central Services, New Jersey State Dept. of Education, 225 West State St., Trenton, NJ 08625 (\$1.50).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Air Conditioning, Cost Effectiveness, Elementary Secondary Education, *Energy Conservation, Facility Utilization Research, *Fuel Consumption, *Heating, *Lighting, Maintenance, Program Development, Program Implementation

The second in a series of four publications on energy conservation, this booklet suggests energy-saving strategies that can be developed and implemented at the program and operational levels or that involve changes to the physical plant and its operating system. The strategies include variations in scheduling, techniques for cutting waste in lighting, heating, and cooling, proper system maintenance, and modifications to the heating and lighting systems. (Author/WD)

ED 199 840 EA 013 338

Peterson, Irving M., Ed.
Energy Conservation in the School Curriculum. Energy Conservation Guidelines 3.

New Jersey State Dept. of Education, Trenton.
 Pub Date—80
 Note—28p.; For related documents, see EA 013 336-339.

Available from—Office of Central Services, New Jersey State Dept. of Education, 225 West State St., Trenton, NJ 08625 (\$1.50).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Conservation Education, *Curriculum Development, Educational Needs, Educational Objectives, *Energy Conservation, Ethics, *Fuel Consumption, Interdisciplinary Approach, Student Participation

Third in a series of four publications on energy conservation, this booklet discusses the role of an energy conservation curriculum. The pamphlet outlines developing a curriculum, making goal statements, instilling an energy ethic in the minds of students, and effecting an interdisciplinary approach to energy conservation instruction. The appendices document the need for energy conservation education and the difference such programs can make in practices both at school and at home. (WD)

ED 199 841 EA 013 339

Giesguth, John, Ed. Scheingold, Edward, Ed.
Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4.

New Jersey State Dept. of Education, Trenton.
 Pub Date—80
 Note—14p.; For related documents, see EA 013 336-338.

Available from—Office of Central Services, New Jersey State Dept. of Education, 225 West State St., Trenton, NJ 08625 (\$1.50).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, *Bus Transportation, *Energy Conservation, *Fuel Consumption, Guidelines, Maintenance, Program Implementation, *School Buses, School Policy, *Student Transportation

Fourth in a series of four publications on energy conservation, this booklet offers basic guidelines for sound fuel reduction in school transportation. The pamphlet suggests ways to implement energy-saving practices, guidelines for preventive maintenance of school vehicles, a definition of the drivers' and superintendents' roles, school policies for school bus operation, and areas of future development. (WD)

ED 199 842 EA 013 340

Husby, P. J. Riffel, J. A.
Declining Enrollments in Manitoba's Public Schools: Issues and Information.

Manitoba Dept. of Education, Winnipeg.
 Pub Date—May 79
 Note—166p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administration, *Declining Enrollment, Elementary Secondary Education, Financial Support, Foreign Countries, *Retrenchment, School Demography, School Support, Student Transportation, Teacher Employment

Identifiers—Manitoba
 In order to provide a basis for discussion of declining enrollment in the province of Manitoba, the Department of Education commissioned this background paper. Topics covered include student enrollment data, courses and programs, the teaching force and teaching career, student transportation, administrative arrangements, educational finance, and the management of retrenchment. A brief summary of the seminar for which this paper was commissioned is included and statistical tables are appended. (WD)

ED 199 843 EA 013 341

Harward, Lucy E. Hoetker, James
A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date—1 Aug 79
 Contract—790193
 Note—18p.

Pub Type—Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights Legislation, Court Litigation, *Employment Qualifications, Equal Opportunities (Jobs), *Occupational Tests, *Personnel Evaluation, Racial Discrimination, Teacher Certification, *Teacher Evaluation, Teacher Promotion, Teacher Selection

Identifiers—Graduate Record Examinations

Recent court decisions provide legal guidelines for the construction of teacher qualification tests. Such tests have often led to the rejection of a disproportionately large percentage of minority applicants. Boards of education have the right to establish tests and other standards pertaining to teacher employment. It is unlawful, however, for an employer to limit, segregate, or classify employees in a manner that adversely affects them because of race. Employment tests must be job related, with cutoff scores that do not discriminate against minorities. Essay examinations that are subjectively graded are legally permissible. Teacher certification tests may be developed and used for the purpose of teacher personnel decisions. (JEH)

ED 199 844 EA 013 343

Ballance, Collin T.
A Comparison of Four Survival Ratio Models for Forecasting School Enrollment.

Pub Date—Nov 80
 Note—15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 12-14, 1980).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Declining Enrollment, Elementary Secondary Education, *Enrollment Projections, *Enrollment Trends, *Mathematical Models, Trend Analysis

Identifiers—*Survival Ratio Models, Tennessee

The ratio technique, requiring only simple arithmetic calculations, uses historical information as a basis for projecting school enrollment. In the author's survey of state education agencies, 84 percent of the respondents indicated that they used a ratio technique. This study reviews four different approaches to use of the ratio method in projecting enrollments, utilizing base periods of five, seven, and ten years as well as a weighted average of ratios from a base period of five years. The four methods were employed in an examination of Tennessee's public school districts. Enrollment forecasts were made for the school years 1974-5 through 1978-9. In this paper these forecasts are compared to actual enrollment figures for those years. The computations of the percentage of error for each method and district suggest that forecasts are more accurate for systems with stable or increasing enrollment. Forecasts for systems with declining enrollment were found to be underestimated. No single method was proven to be consistently more accurate than the others under all circumstances. (Author/WD)

ED 199 845 EA 013 344

East Oak Cliff Subdistrict Governance (Management) System, Toward a Self Correcting, Self Renewing Educational System.

Pub Date—80
 Note—110p.

Available from—Dallas Independent School District, c/o Harold Bartlett, 3700 Ross Ave., Dallas, TX 75204 (\$15.00; \$12.50 each for 10 or more copies).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Accountability, *Change Strategies, *Community Involvement, Disadvantaged Youth, Educational Assessment, Educational Environment, Educational Planning, Educational

Quality, Elementary Secondary Education, Flow Charts, *Governance, *Needs Assessment, Outreach Programs, Policy Formation, Program Development, *Program Implementation, *Records (Forms), School Community Relationship, Student Needs, *Systems Approach

This guide to school management is based on a systems approach in which well defined procedures and processes provide the basis for improvement and renewal of existing educational programs. The process begins with needs assessment. School climate, students' social behavior, discipline, and academic achievement are assessed, along with the level of parental involvement, teacher preparation needs, and cost effectiveness of existing programs. Based on the assessment of needs, objectives are developed to prioritize, plan, and assemble the components necessary to implement needed changes. Procedures for testing, evaluating, and modifying newly implemented changes provide built-in feedback and self-renewal. Sample data collection forms are provided. (JEH)

ED 199 846 EA 013 345

Evaluation of Educational Personnel. A Report of the Massachusetts Board of Education Study Committee. And Supplement.

Massachusetts State Dept. of Education, Boston. Pub Date—Jun 80

Note—753p; Some pages may be marginally legible due to broken print of original document.

Pub Type—Information Analyses (070)

EDRS Price - MF04/PC31 Plus Postage.

Descriptors—Elementary Secondary Education, *Employment Practices, Evaluation Criteria, *Evaluation Methods, *Evaluators, Models, *Personnel Evaluation, State Legislation, *Teacher Evaluation

Identifiers—*Massachusetts

The study committee that compiled this report extensively reviewed articles analyzing research on personnel evaluation in Massachusetts' public schools. The report provides a definition and list of principles of evaluation, committee recommendations, a discussion of evaluation procedures in Massachusetts, examples of illustrative practices, suggestions for the training of evaluators, information on the legal aspects of evaluation, and synopses of model evaluation plans in selected cities. The findings indicate that all school districts in the state have some kind of formal teacher evaluation, that there is strong opposition to any state mandate for personnel evaluation, that formal evaluation procedures for personnel other than teachers or for tenured teachers are rare, that better training is needed for evaluators, and that reductions in force have created an atmosphere of suspicion surrounding evaluation policies. A 479 page supplement to the report provides comprehensive information on the model evaluation plans summarized in the body of the report. (Author/WD)

ED 199 847 EA 013 348

Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes.

Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—79

Grant—OJJDP-79JS-AX-0019

Note—1,642p; Some pages may be marginally legible due to small and broken print of original document. For related documents, see EA 013 349-355.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF14/PC66 Plus Postage.

Descriptors—Change Strategies, Conflict Resolution, *Core Curriculum, Delinquency, Discipline, Educational Environment, Elementary Secondary Education, Environmental Influences, Information Sources, Interpersonal Relationship, *Learning Modules, *Prevention, Problem Solving, School Community Relationship, School Law, School Security, *School Vandalism, *Teaching Guides, Trainers, Transparencies, *Violence

This trainer's guide provides content, activities, and background information for seven courses aimed at the prevention of school vandalism and

violence. The courses are titled (1) Putting It All Together and Taking It Home, (2) Discipline, (3) School Climate, (4) Interpersonal Relations, (5) Security, (6) Environment, and (7) The Community as a Problem Solving Resource. The seven courses are designed to be presented as a five-day 34-hour program for personnel at schools troubled by violence, vandalism, and disruption. The material is organized by course and module. For each course, a course overview is provided, including a purpose statement for the course, course objectives, and recommended audiences. The modules are categorized as core modules, optional core modules, and advanced modules. For each module in the course the following are provided: module synopsis, course agenda by module, detailed walk-through, worksheets, background materials, and resources/bibliography. (Author/MLF)

ED 199 848 EA 013 349

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook.

Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Jan 80

Grant—OJJDP-79JS-AX-0019

Note—108p; For related documents, see EA 348-355.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Core Curriculum, Elementary Secondary Education, Information Sources, *Learning Modules, *Prevention, *Program Evaluation, *School Vandalism, *Violence, Worksheets, Workshops

The National School Resource Network (NSRN) provides nationwide training events, technical assistance, and information dissemination to assist school personnel in preventing and reducing crime, violence, vandalism, and disruption. The Core Curriculum includes seven courses, each divided into modules. In Course 1, participants are introduced to a step-by-step process for planning and evaluating programs and for bringing together the workshop learning into a series of clearly formulated recommendations to apply in their own communities. This guide, intended for participants in the first course, contains an activity/content summary for each module, worksheets, and background materials. (Author/MLF)

ED 199 849 EA 013 350

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook.

Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Jan 80

Grant—OJJDP-79JS-AX-0019

Note—85p; For related documents, see EA 013 348-355.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Core Curriculum, *Discipline, Elementary Secondary Education, Information Sources, *Learning Modules, *Prevention, Program Development, *School Vandalism, *Violence, Worksheets, Workshops

This guide, intended for participants in the second course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. The overall goal for the unit is to enhance the awareness of the participants about the contemporary issues and practices surrounding the development and implementation of an effective school discipline program. The unit is designed to meet the pragmatic needs of frontline school members, from teachers and administrators

to parents and students, so that they may become equipped both cognitively and experientially with specific facts and tools to solve discipline problems. The course covers a range of issues and practices surrounding the development and implementation of an effective school discipline program. The focus is on clarifying reasons for discipline, building conceptual frameworks for understanding behavior problems, describing policy considerations, and providing specific examples of programs and strategies. (Author/MLF)

ED 199 850 EA 013 351

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook.

Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Jan 80

Grant—OJJDP-79JS-AX-0019

Note—159p; Some pages may be marginally legible due to broken print of original document. For related documents, see EA 013 348-355.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Core Curriculum, *Educational Environment, Elementary Secondary Education, Information Sources, *Learning Modules, *Prevention, Relevance (Education), *School Vandalism, Stress Variables, Student Participation, *Violence, Worksheets

This guide, intended for participants in the third course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. The purpose of the course is to introduce a conceptual overview and definition of "school climate" with the goal of effecting positive change. The focus is on ways of improving school climate without administrative or community action. The course first defines school climate, and then discusses ways to assess and improve it. These include formal and informal assessment, improvement of interpersonal relations, stress reduction and management, student involvement in change, and law-related education as a relevant curriculum approach. (Author/MLF)

ED 199 851 EA 013 352

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook.

Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Jan 80

Grant—OJJDP-79JS-AX-0019

Note—82p; For related documents, see EA 013 348-355.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Conflict Resolution, *Core Curriculum, Elementary Secondary Education, Information Sources, *Interpersonal Relationship, *Learning Modules, *Prevention, *School Vandalism, Victims of Crime, *Violence, Worksheets, Workshops

This guide, intended for participants in the fourth course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. The purpose of this course is to introduce approaches and resources to identify, manage, reduce, resolve, and prevent crisis and conflict in schools, and to assure greater communication and understanding among various groups. Specific strategies for managing conflict, dealing with gang problems, and "devictimizing" teacher/student victims are discussed. (Author/MLF)

ED 199 852 EA 013 353

Core Curriculum in Preventing and Reducing School Violence and Vandalism, Course 5: Security. Participant Guide and Reference Notebook.

Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Jan 80

Grant—OJJDP-79JS-AX-0019

Note—75p.; Some pages may be marginally legible.

For related documents, see EA 013 348-355.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Core Curriculum, Elementary Secondary Education, Emergency Programs, Information Sources, *Learning Modules, Police School Relationship, *Prevention, School Safety, *School Security, *School Vandalism, Security Personnel, *Violence, Worksheets, Workshops

This guide, intended for participants in the fifth course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. Designed to address the full range of preventive measures utilized to improve the security of the school both during and after school hours, this course provides participants with a variety of alternative approaches to school security. Specifically, the course looks at an overview of security problems, use of nonsecurity staff and community members to prevent problems, physical plant security, and design and upgrading of security programs. (Author/MLF)

ED 199 853 EA 013 354

Core Curriculum in Preventing and Reducing School Violence and Vandalism, Course 6: Environment. Participant Guide and Reference Notebook.

Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Jan 80

Grant—OJJDP-79JS-AX-0019

Note—55p.; For related documents, see EA 013 348-355.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Check Lists, *Core Curriculum, Educational Facilities Design, Educational Facilities Improvement, Elementary Secondary Education, *Environmental Influences, Information Sources, *Learning Modules, Physical Environment, *Prevention, *School Vandalism, *Violence, Worksheets, Workshops

This guide, intended for participants in the sixth course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. The purpose of this course is to increase awareness of comparatively low-cost approaches to crime prevention through environmental design. A full range of physical design strategies that can be implemented in schools is presented. Many of the strategies can be applied by school personnel and students. An assessment checklist can be used by school personnel to identify environmental problems. (Author/MLF)

ED 199 854 EA 013 355

Core Curriculum in Preventing and Reducing School Violence and Vandalism, Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook.

Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Jan 80

Grant—OJJDP-79JS-AX-0019

Note—151p.; Some pages may be marginally legible

due to broken print of original document. For related documents, see EA 013 348-354.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Agency Cooperation, Community Role, *Core Curriculum, Elementary Secondary Education, Information Sources, Juvenile Courts, *Learning Modules, Parent School Relationship, *Prevention, Problem Solving, School Business Relationship, *School Community Relationship, *School Vandalism, *Violence, Volunteers, Worksheets, Workshops

This guide, intended for participants in the seventh and concluding course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. In this course a rationale for community involvement is presented, along with specific approaches for increasing school-community linkage. Use of parents and volunteers, the criminal justice community, and community agencies, businesses, and organizations is stressed. Interagency cooperation is also discussed. (Author/MLF)

ED 199 855 EA 013 356

Program Resource Guide.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—80

Grant—79JS-AX-0019

Note—137p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Secondary Education, *Indexes, *Information Sources, *Prevention, *Program Descriptions, *School Vandalism, *Violence

This program resource guide is a compilation of all programs and projects on preventing school violence and vandalism referenced in National School Resource Network (NSRN) materials. The programs cited are described in NSRN trainers' guides, participant guides, technical assistance bulletins, an "Aha" listing, and a compendium. The index is designed to be a quick and easy-to-use reference for new, innovative, and exciting programs. The programs and projects are listed under the following topic categories: (1) violence/vandalism prevention programs, (2) problem identification and program design, (3) physical security, (4) school climate, (5) environment, (6) discipline and governance, (7) school-parent-community relations, (8) interpersonal relations and communications, and (9) juvenile delinquency and juvenile justice. (Author/MLF)

ED 199 856 EA 013 357

Compendium Listing.

Center for Human Services, Washington, D.C.; National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Oct 80

Grant—79JS-AX-0019

Note—108p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Guides - General (050) — Reference Materials (130)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Delinquency, Discipline, Educational Environment, Elementary Secondary Education, *Indexes, *Information Sources, Interpersonal Relationship, Juvenile Courts, Parent School Relationship, *Prevention, School Community Relationship, School Security, *School Vandalism, *Violence

This publication lists a comprehensive collection of over 900 documents and resources that deal with a range of issues concerned specifically with the prevention of school violence and vandalism, and more generally with education, youth, and juvenile

justice. The kinds of resources listed include research studies, works designed for education or training purposes, program descriptions, government reports, journal articles, and program evaluations. Materials are categorized both by subject area and type of resource. All materials are first categorized under nine main subject categories, then each main category is further subdivided into from three to nine subcategories. Finally, each kind of material is also identified by the type of resource: (1) published materials; (2) informal sources of information (such as university research projects, federal and state programs, school programs); (3) bibliographies; (4) literature searches; and (5) films, tapes, and audiovisual materials. (Author/MLF)

ED 199 857 EA 013 358

National School Resource Network. Technical Assistance Bulletin 1.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—5p.; Parts may not reproduce clearly.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Information Sources, *Prevention, *Program Descriptions, *School Vandalism, *Technical Assistance, Training, *Violence

The National School Resource Network (NSRN) has been established by a grant from the Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, to meet the challenge of school disruption, violence, and vandalism. NSRN's goal is to assist schools in preventing and reducing these problems by identifying and sharing ideas and solutions that schools and communities themselves have developed. To meet this goal NSRN will provide training workshops, special presentations, direct technical assistance, and informational materials to interested school and community personnel around the country. (Author)

ED 199 858 EA 013 359

"Helping Hand" Type Programs. Technical Assistance Bulletin 2.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—9p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Advocacy, Community Involvement, Elementary Secondary Education, Helping Relationship, *Prevention, *Program Descriptions, School Vandalism, *Technical Assistance, *Violence

Identifiers—Helping Hand Programs

"Helping Hand" programs involve the physical identification of stores, homes, restaurants and other establishments to which children on their way to and from school may go for assistance and/or safety. Identification cards are placed in windows of cooperating establishments and homes. In some communities home owners "watch the block" during peak school traffic hours. When children require assistance, people in these places can call a special number at the school or the police. In another variation, homes and business establishments display the hand as a "safe haven" children may seek. This bulletin addresses how to implement such a program. (Author/MLF)

ED 199 859 EA 013 360

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—15p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Problems, Discipline Policy, Elementary Secondary Education, *Prevention, *Program Descriptions, *School Buses, School Vandalism, Student Transportation, *Technical Assistance, *Violence

Identifiers—*Salem Public Schools OR

In its successful program to prevent and control violence, vandalism and misbehavior by students on school buses, the Salem (Oregon) school administration utilizes a four-step reporting and followup process. Should an incident occur, the first step is mailing of a misconduct notice to parents. This notice is followed by a warning letter. If misbehavior is serious or continuous, a conference may be held between administration officials and parents or guardians. The final step for serious or repeated offenses is suspension of the student's transportation privileges, with right to appeal. A full-time Transportation Pupil Conduct Supervisor coordinates the program for the approximately 9,000 students who are transported daily to and from Salem's schools. (Author)

ED 199 860 EA 013 361

Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—10p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, *Behavior Problems, Elementary Secondary Education, *Performance Contracts, *Program Descriptions, *Student Teacher Relationship, *Technical Assistance

A behavior contract is a tool that many teachers and school staff use to successfully control or modify the behavior of students. In such a contract, behavior that the teacher wants the student to achieve as well as the actions that the student promises to perform to achieve the desired behavior are stated in writing. There are many types of behavior contracts. Several examples are described in this bulletin. (Author)

ED 199 861 EA 013 362

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—5p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Equipment Standards, Equipment Utilization, *Prevention, *Radio, *School Security, *School Vandalism, Security Personnel, Stealing, *Technical Assistance, *Violence

Identifiers—New York City Board of Education,

*Two Way Communication Devices

This bulletin highlights how two-way radios are secured, maintained, and effectively used by school security officers, administrators, teachers, and students in New York City schools. Any school requiring faster, more comprehensive communications among security officers and school staff when incidents of violence, vandalism, and theft are imminent or actually occur can replicate New York's methods. (Author)

ED 199 862 EA 013 363

The Officer Friendly Program. Technical Assistance Bulletin 9.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—6p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Law Enforcement, *Police School Relationship, Program Descriptions, *Program Implementation, *School Security, *Technical Assistance

Identifiers—Officer Friendly Program

The Officer Friendly program, sponsored by the Sears-Roebuck Foundation, is designed to humanize children's perceptions of police officers and their work, improve rapport between children and police, increase awareness of safety and civic responsibility, and reduce crime involving children. The program involves visits by police officers to school classrooms and followup activities conducted by teachers. This bulletin describes the initiation, organization, and implementation of community Officer Friendly programs. (Author)

ED 199 863 EA 013 364

Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—14p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Delinquency Prevention, Efficiency, Elementary Secondary Education, *Juvenile Courts, *Networks, Program Descriptions, Social Services, *Technical Assistance, Truancy, *Youth Programs

Networking among youth service and juvenile justice agencies can help coordinate their functions and increase mutual cooperation and communication, with the goal of maximizing the efficiency and effectiveness of services. This bulletin describes three such networks and their planning and implementation. (Author)

ED 199 864 EA 013 365

Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—4p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, *Delinquency Prevention, Elementary Secondary Education, *Police School Relationship, *Prevention, Program Descriptions, *Technical Assistance, *Truancy

Identifiers—*Operation Stay in School

The Operation Stay-in-School (OSIS) program was developed to reduce truancy before it diminishes the value of the student's education, leads to other problems such as increased burglary, vandalism, and drug abuse, and reduces the school district's attendance revenue. Truants apprehended by police are taken to OSIS reception centers where they are counseled by attendance personnel, and parents are asked to return them to school. The program, operating in several school districts in California, has been credited with reducing unauthorized pupil absence and has also been correlated with lower incidences of juvenile crimes in those districts. (Author)

ED 199 865 EA 013 366

Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—5p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Housing, *Police School Relationship, *Prevention, Program Descriptions, *School Security, *School Vandalism, Security Personnel, Shared Facilities, *Technical Assistance

Identifiers—*Trailer Watch Programs

By offering police officers office spaces in school buildings at night, theft, break-ins, and vandalism can be deterred. Officers who must write up reports during patrol hours can utilize school facilities while remaining in radio contact with their dispatchers at police headquarters and on alert for further requests for assistance. The officers' presence in the school, and their unpredictable comings and goings, help to deter nighttime vandalism of school property. Trailer watch programs are another inexpensive way to deter vandalism of school buildings at night and at other times when facilities are not in use. In exchange for free site rent and utilities, responsible individuals or families live in a trailer on school grounds. These individuals alert police if anything suspicious is observed around the school property and act as a general deterrent to break-ins and vandalism. (Author/MLF)

ED 199 866 EA 013 367

A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[79]

Grant—79JS-AX-0019

Note—10p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Action, *Community Support, Elementary Education, Junior High Schools, Police School Relationship, *Prevention, Program Descriptions, School Community Relationship, *School Vandalism, *Technical Assistance

Identifiers—*Kentucky (Fayette County)

This bulletin highlights the comprehensive community action program developed in Fayette County, Kentucky, to lower vandalism. The program was begun several years ago and involves participation by local businesses, clubs, schools, and the police department. School assemblies, a student workbook, slides, films, contests, and a public media campaign were used in the antivandalism campaign. The program is considered a success, with a 12 percent decline in crime. (Author/MLF)

ED 199 867 EA 013 368

Visitor Control in the Schools. Technical Assistance Bulletin 20.

National School Resource Network, Washington, D.C.
Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
Pub Date—[79]
Grant—79JS-AX-0019
Note—4p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Identification, Middle Schools, Program Descriptions, *School Community Relationship, *School Safety, Secondary Education, *Technical Assistance

Identifiers—*Visitor Control

Two methods of controlling visitors and strangers in schools are presented: one utilizes a student visitor reception committee and the other describes various techniques of visual identification of visitors to permit faculty and students to know who does and does not belong in the school. Methods of identification include visitor ribbons and placards. (Author)

ED 199 868 EA 013 369

Flint, Michigan. Community Schools. Technical Assistance Bulletin 21.

National School Resource Network, Washington, D.C.
Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]
Grant—79JS-AX-0019
Note—6p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Education, *Community Schools, *Educational Innovation, Elementary Secondary Education, Philanthropic Foundations, Program Descriptions, School Community Relationship, *Technical Assistance

Identifiers—*Michigan (Flint), *Mott Foundation

The relationship between the Flint (Michigan) Board of Education and the Charles Stewart Mott Foundation began in 1935 with a \$6,000 grant. The relationship between the two organizations has made Flint the national laboratory for community education programs. Through the years, the Flint community schools have requested and received Mott Foundation grants totaling over \$100 million that have enabled them to develop innovative programs and to offer an impressive array of educational, cultural, social, medical, and recreational opportunities based on the needs of the residents. Today everyone of the 52 schools in Flint is a community school. Thousands of educators from all over the world have visited Flint to study community education firsthand. Current estimates are that 40 percent of American public schools now offer some variation of community schools. In large part, this is due to the influence of the Flint experiment. (Author/MLF)

ED 199 869 EA 013 370

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]
Grant—79JS-AX-0019
Note—23p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, Cooperative Planning, Delinquency, Elementary Secondary Education, *Juvenile Courts, *Peer Counseling, *Prevention, Program Descriptions, School Dis-

tricts, *School Vandalism, *Technical Assistance, Truancy, Violence

Identifiers—*Michigan (Berrien County)

This bulletin addresses the issue of improving interagency cooperation between the school and the court for the purpose of coordinating their efforts to reduce violence and vandalism within the school and the community. The experiences of Berrien County (Michigan) are used to illustrate the process of assessing, formalizing, and maintaining communication between the school and the court. The Berrien County Court-School Seminar Project was designed to foster interagency communication and to better equip educators to deal with behavior problems. The school-based Peer Group Counseling program is an innovative method for dealing with problems in the school setting. (Author/MLF)

ED 199 870 EA 013 371

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]
Grant—79JS-AX-0019
Note—7p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Adolescents, Agency Cooperation, *Delinquency, *Juvenile Courts, *Legal Responsibility, Police School Relationship, Program Descriptions, Secondary Education, *Technical Assistance, *Victims of Crime

Identifiers—*Restitution Programs

Restitution programs have been organized in many areas of the country to make juvenile offenders more accountable for their criminal behavior, more aware of the consequences to themselves, their victims, and the community, and thus, less likely to continue committing crimes. The programs also provide direct compensation for victims of crime. Juveniles may make restitution in the form of cash or service to their victims or the community. Programs may also be able to refer unemployed juvenile offenders to jobs to enable them to repay their victims. Two such programs for juvenile offenders have been organized in Lucas County (Ohio) and Quincy (Massachusetts). (Author/MLF)

ED 199 871 EA 013 372

The FBI Crime Resistance Program. Technical Assistance Bulletin 24.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]
Grant—79JS-AX-0019
Note—37p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizen Participation, Criminology, *Curriculum Development, Elementary Secondary Education, *Law Enforcement, *Police School Relationship, Program Descriptions, Student Responsibility, *Technical Assistance, Victims of Crime

Identifiers—*Crime Resistance Program, *Federal Bureau of Investigation

To promote the concept that citizen involvement and responsibility for crime resistance are prime factors in law enforcement, the Federal Bureau of Investigation (FBI) assists local agencies in developing programs to encourage citizen participation. One facet of this program is directed toward educating students about their vulnerability to crime and their responsibility in preventing victimization. Two school systems have developed crime resistance programs following the FBI concept. These courses, covering such topics as law and authority, criminality, the justice system, precautions against crime, and citizen rights and responsibilities, have been

extremely well received and are seen as reducing victimization by improving the students' attitudes towards police and the law and encouraging acceptance of their responsibility in crime resistance. (Author)

ED 199 872 EA 013 373

School-Community Cooperation: Oakland's Adopt-A-School Program. Technical Assistance Bulletin 25.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]
Grant—79JS-AX-0019
Note—4p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Resources, Elementary Secondary Education, Program Descriptions, *School Community Relationship, *Technical Assistance

Identifiers—*Adopt A School, *Oakland Unified School District CA

Adopt-A-School programs are models of school-community involvement and cooperation in which businesses, organizations, and industries adopt schools and contribute funds, personnel, or expertise to those schools for programs, projects, and services. This bulletin highlights the Adopt-A-School program in the Oakland (California) Unified School District and suggests programs, projects, and services that businesses, organizations, and industries might offer to schools. (Author/MLF)

ED 199 873 EA 013 374

Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]
Grant—79JS-AX-0019
Note—21p.; Some portions of appendices may not reproduce clearly due to broken print of original document.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free)

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Elementary Secondary Education, *Filmographies, Police School Relationship, *Prevention, Program Descriptions, School Community Relationship, *School Vandalism, *Technical Assistance

Many administrators and faculty members across the country have initiated antivandalism campaigns in their schools and introduced curriculum designed to educate students about vandalism. The assumption is that if students can be educated about vandalism—what it is, what it costs, and who pays for it—they may gain more positive attitudes towards its prevention. Students who are taught about vandalism, and in particular those actively involved in teaching others, do not become vandals themselves. This bulletin describes successful antivandalism programs, activities, and projects for students. Sample worksheets, curriculum, and a list of films are included. (Author)

ED 199 874 EA 013 375

The Open Road Student Involvement Project. Technical Assistance Bulletin 29.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]
Grant—79JS-AX-0019
Note—16p.; Some portions of appendices may not reproduce clearly due to broken print of original document.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Re-

ports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Leadership Training, *Prevention, Problem Solving, Program Descriptions, School Policy, *School Vandalism, Secondary Education, Student Alienation, *Student Participation, *Technical Assistance, Violence

Identifiers—*Open Road Student Involvement Project

Twelve junior and senior high schools in California and ten in New York City are working to mitigate violence and vandalism in their schools and reduce high dropout and absentee rates by addressing a problem central to these issues—student alienation. Through the Open Road Student Involvement Project, natural student leaders form a volunteer base of concerned students. They receive instruction in leadership skills, conflict negotiation, and communication skills. The goal is to involve students—particularly those uninvolved before—in real decision making about school policies. (Author)

ED 199 875 EA 013 376

Training for School Bus Safety. Technical Assistance Bulletin 30.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—20p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Driver Education, Elementary Secondary Education, Filmographies, *On the Job Training, Program Descriptions, Resource Materials, *Safety Education, *School Buses, Student Responsibility, *Technical Assistance, *Traffic Safety

School bus safety depends as much on responsible students as it does on competent drivers. Periodic on-the-job training is necessary to maintain and increase driver skills in handling buses and pupil passenger behavior. Similarly, continuing instruction on safety rules and the need for personal responsibility for those rules is needed to promote and maintain student safety on school buses. This bulletin discusses some of these needs for training and provides a list of training and program resources. (Author)

ED 199 876 EA 013 377

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—5p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Child Advocacy, Delinquency Prevention, Dropout Prevention, Elementary Secondary Education, *Juvenile Courts, *Linking Agents, Police School Relationship, Program Descriptions, *School Districts, *Technical Assistance, Truancy

Identifiers—*School Court Liaison Program

The Cambridge Rindge and Latin School in Cambridge (Massachusetts) has developed a School-Juvenile Court Liaison Program. Central to the effectiveness of this program is the appointment of a school staff member who fills the role of a liaison or "linking mechanism" between the school and court. The overall objective for the liaison is to increase communication and sharing of information between the school and court. To accomplish this goal, the liaison is in constant contact with the activities of the court as they involve students and advocates on behalf of students in all court situations. The liaison attends court hearings; coordinates conferences between the student, family, and

court staff; and makes recommendations to the court for special support services for the student. The goals of the project and tasks of the liaison are detailed in this bulletin as well as information on how to get such a project started. (Author/MLF)

ED 199 877 EA 013 378

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—5p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Crisis Intervention, *Delivery Systems, Program Descriptions, *School Community Relationship, Secondary Education, *Social Services, *Technical Assistance

Yerba Buena High School in San Jose (California) has implemented a school-based, interagency team approach for delivery of a variety of social services to students, their families, and community members. In the early 1970s the school secured a grant, hired a "crisis counselor," and set up a 24-hour hotline staffed by professionals and volunteers. An extensive counseling program was also developed at the time. Subsequent to the grant period, the school has continued to provide a number of social services under local funding. (Author)

ED 199 878 EA 013 379

Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—5p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Learning Activities, Program Descriptions, *School Community Relationship, Secondary Education, *Student Participation, *Teamwork, *Technical Assistance

Identifiers—*Youth Action Teams

Youth Action Teams have been implemented in over 14 sites across the country in the past few years. Such teams are made up of a diverse group of youth working together on a project through the school, a youth service organization, a community organization, or the government. The team decides its focus, and what projects its members wish to undertake. These range from developing employment opportunities, to writing newsletters, or lobbying for a cause. Youth Action Teams are designed to merge educational experience with direct aid to the community by allowing young people to find solutions to the problems they face. Team members receive academic credit for what they learn. Whenever possible, they are paid for the services they provide. This bulletin describes how a youth action team can begin to operate and highlights projects in San Rafael and Berkeley (California); Portland (Oregon); and East Lansing (Michigan). (Author/MLF)

ED 199 879 EA 013 380

Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—5p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, *Educational Environment, Elementary Education, *Prevention, Program Descriptions, *School Community Relationship, School Security, *School Vandalism, *Technical Assistance

Following a costly and destructive fire, Franklin Elementary School in Newark (New Jersey) developed an action plan for reducing violence and vandalism. The plan called for ongoing cooperation between all segments of the school population and of the local, largely Hispanic, community. Security measures were strengthened, but the thrust of the program was the development of a sense of pride, caring, and respect in the school, its people, and the community. This involved the active participation of students, faculty, staff, administrators, parents, and community leaders in discussing the situation and deciding what improvements could be made. Special efforts were made to improve the physical plant, encourage attendance, develop a bilingual/bicultural program, increase parental and community involvement in the school, and help pupils identify their successes on an almost daily basis. This bulletin describes some of the activities undertaken and their results. (Author)

ED 199 880 EA 013 381

O'Toole, C. P.

Contingency Planning. Technical Assistance Bulletin 35.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—10p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Contingency Management, Elementary Secondary Education, *Emergency Programs, Guidelines, *School Districts, *School Safety, *Technical Assistance

This bulletin describes a set of general guidelines for developing contingency plans that prepare school systems to cope with expected and unexpected disruptions in the educational process. Typically, contingency plans are prepared to anticipate consequences of school desegregation, natural disasters, bomb threats, or mass demonstrations. The outline included in this bulletin constitutes a minimum set of criteria that can be used to develop contingency plans suitable for any school system, depending on specific needs. (Author)

ED 199 881 EA 013 382

The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—13p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Modification, Behavior Problems, *Counseling Services, *Discipline Problems, Educational Innovation, *Nontraditional Education, Program Descriptions, *Remedial Instruction, Secondary Education, Student Behavior, Suspension, *Technical Assistance

In 1977, a Behavior Modification Clinic was established at William A. Wirt High School in Gary (Indiana) as an alternative to suspending disruptive youth. The clinic operates with two programs—a remedial academic instruction program in five basic subjects, and a counseling component in which all students are involved. The results of the clinic have been positive. Since the beginning of the program,

out-of-school suspensions have decreased, and the recidivism rate of assignments to the clinic has dropped. (Author)

ED 199 882 EA 013 383
Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37. National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—11p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, *Discipline Problems, *Educational Innovation, Elementary Secondary Education, *Nontraditional Education, Program Descriptions, *Student Behavior, *Technical Assistance

During the past ten years, many school districts have established alternative schools or programs for students who are seriously disruptive and academically unsuccessful. This bulletin describes five different types of alternative programs that have been effective in dealing with disruptive youth. They include the Tri-C Community Centered Classroom Program in Los Angeles (California); Project Advocate in Geneva (Illinois); Positive Alternatives To Student Suspension (PASS) in Pinellas County (Florida); For Love of Children in Harpers Ferry (West Virginia); and the Westside Alternative School in Omaha (Nebraska). These programs are currently in operation and represent a range of strategies. For example, Tri-C uses a family-type setting, intensive counseling, and community resources. Project Advocate operates a behavior disorder component. PASS includes eight programs for school staff and students. For Love of Children is an outdoor living and education experience, and the Westside Alternative School focuses on academics, parental involvement, and vocational training. (Author/MLF)

ED 199 883 EA 013 384
School Climate Assessment Programs. Technical Assistance Bulletin 38.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—29p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, Check Lists, *Educational Environment, Elementary Secondary Education, *Evaluation Methods, *Needs Assessment, Program Descriptions, Questionnaires, *Resource Materials, *Technical Assistance

Numerous studies indicate that climate, the prevailing "feeling" of the environment, not only contributes to behavioral and situational outcomes, but that climate can be changed to help bring about the behaviors and outcomes desired. Researchers have identified characteristics of positive school climates and ways of determining the presence or absence of such climate enhancers in the school environment. This bulletin explores ways of assessing school climate. Seven source documents are included that provide examples of school climate assessment instruments and strategies for change. (Author/MLF)

ED 199 884 EA 013 385
School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—27p.

Available from—National School Resource Network, 5530 Wisconsin Ave., NW, Washington, DC 20015 (free).

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Federal Aid, *Financial Support, *Grantsmanship, *Guidelines, Resource Allocation, *School Safety, *Technical Assistance

Funding for school safety projects is often difficult to find. This bulletin discusses appropriate federal agencies where funding for school safety projects may be available, tips on writing a proposal, a contact list for education funding sources, and information resources. (Author/MLF)

ED 199 885 EA 013 386
Resource Handbook on Discipline Codes.

National School Resource Network, Washington, D.C.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—[80]

Grant—79JS-AX-0019

Note—279p.

Available from—Oelgeschlager, Gunn & Hain, Publishers, Inc., 1278 Massachusetts Ave., Cambridge, MA 02138 (\$25.00).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Corporal Punishment, Disabilities, *Discipline Policy, Due Process, Elementary Secondary Education, Grievance Procedures, Married Students, Police School Relationship, Pregnant Students, *School Law, *School Policy, School Vandalism, Special Education, State Legislation, Student Behavior, Student Government, Student Records, *Student Rights, Student School Relationship, Suspension, Violence

This handbook is designed for all school and community members who are interested in developing or improving discipline policies and procedures. It is divided into seven sections covering the various issues discipline policy writers must typically address. There are also guidelines for developing and communicating discipline information and criteria for evaluating codes. Each of the major topics in the handbook contains two types of information, a state-of-the-art commentary that covers recent thinking, research, and, where appropriate, laws relevant to the topic. Actual examples from school codes illustrate the commentary. The material included in the commentary is based on articles, publications, and interviews with discipline specialists. The code illustrations were obtained from schools throughout the United States. (Author)

ED 199 886 EA 013 387
Paddock, Susan C.

Training for Planning Project. Final Report.

Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development; Mott (C.S.) Foundation, Flint, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[80]

Grant—G007902777

Note—128p.; Occasional paragraphs may reproduce poorly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Community Education, Continuing Education, Leadership, *Program Development, School Districts, *Team Training, Training Objectives

Identifiers—Arizona, Colorado, New Mexico

Concerned with training local educational agencies in planning and administering community education programs, this report summarizes a year-long project in Arizona, New Mexico, and Colorado. Included are a narrative description of the project and its activities, a list of objectives and agenda subjects, assessment, a summary evaluation, and recommendations. The project was designed to produce six results, including the training of district teams in the three states, the development of three- to five-year plans, the development of a cadre of practitioners in local programs who could train others, and the establishment of a team of educational professionals in the three states who could provide technical assistance.

The team approach and inclusion of three states was believed to have contributed to the participants' positive reactions to the training. Recommendations for future training include more time allotted to the selective recruitment and thorough orientation of team members, pretraining orientation for coordinators with emphasis on exchanging ideas, regular coordinator meetings, and the establishment of specific definitions for planning and programming. (Author/WD)

ED 199 887 EA 013 388
The Annual Report of the Special Purpose Educational Programs Funded by the Utah School Finance Program. Program Report.

Utah State Board of Education, Salt Lake City.

Pub Date—Nov 80

Note—144p.; Tables may be marginally legible.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Bilingual Education, Career Education, Community Education, Compensatory Education, Developmental Programs, Educational Media, Elementary Secondary Education, Extended School Day, Extended School Year, Gifted, Guidelines, Learning Resources Centers, Music Education, Parenthood Education, *Program Costs, *Program Descriptions, *Program Evaluation, School Guidance, Special Education, *State Programs, Summer Programs

Identifiers—Utah

A detailed analysis of Utah's eleven 1979-1980 statewide special purpose educational programs are presented in this report. Each section includes statistical data, program information, evaluation processes, recommendations, and guidelines. The 11 areas covered under this report are bilingual education, career education, community education programs, elementary music, compensatory programs, elementary school guidance, experimental developmental programs, extended year, extended day and summer programs, gifted and talented programs, instructional media centers, and responsible parent-hood programs. (JEH)

ED 199 888 EA 013 389
Benedetto, Harry J.

School Emergency Planning Guide.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—80

Note—35p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Planning, Drills (Practice), *Emergency Programs, Emergency Squad Personnel, *Fire Protection, *First Aid, Planning, School Safety

Identifiers—*Disaster Planning, Emergency Medical Service, *Hazards

This guide was prepared to assist Pennsylvania schools and communities in the development of comprehensive emergency plans. Procedures for identifying and responding to potential community and school emergency situations are presented. A plan for developing and organizing mass care centers utilizing school and community facilities and resources is recommended in the event of major community-wide emergencies. Guidelines for organizing an emergency administrative staff are provided, as well as descriptions of the major duties and functions of each position. Procedures are suggested for responding to hazardous weather conditions, utility emergencies, bomb threats, demonstrations, hazardous materials problems, nuclear emergencies, and serious injury and illness. (JEH)

ED 199 889 EA 013 392
Johnson, Maggie

Tillamook's Learning Disabilities Program for Secondary Students. OSSC Bulletin, Vol. 24, No. 5. Oregon School Study Council, Eugene.

Pub Date—Jan 81

Note—22p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 (\$4.00; \$3.00 if prepaid; 10% discount for 10 or more copies).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Demonstration Programs, Diagnostic Teaching, Educational Diagnosis, Individualized Education Programs, Instructional Materials, Learning Disabilities, *Learning Problems, Mainstreaming, *Multimedia Instruction, Reading Difficulties, *Resource Room Programs, Resource

Teachers, Secondary Education

The Tillamook program provides support to learning disabled students who experience difficulty in science, social studies, and other content areas in the regular class setting, as a result of mainstreaming efforts. The program model includes a professionally staffed resource room, a diagnostic-prescriptive team, and a library of multimedia resources. In the resource room, students work on specific objectives identified in the regular class setting. With the help of a resource teacher and materials specially adapted to emphasize important concepts or written to accommodate the students' lower reading level, students receive needed assistance on concepts and skills that correspond to regular class coursework. More progress toward mastery of objectives results than would be expected if the students remained in the regular class. In an evaluation of the program spanning two years, reading achievement, verbal IQ, and self-esteem scores were consistently higher than those obtained with a control group. (JEH)

ED 199 890 EA 013 393

Uses of State Administered Federal Education Funds, Fiscal Years 1977 and 1978 (Under Section 437, General Education Provisions Act). Fourth Annual Report of the U.S. Commissioner of Education to the Senate Committee on Labor and Human Resources [and] House Committee on Education and Labor.

Office of Education (DHEW), Washington, D.C. Report No.—OE-80-47001
Pub Date—80

Note—320p.; Parts may be marginally legible. Some tables may reproduce poorly due to small and broken print of original document. For related documents, see ED 148 028 and ED 165 328.

Pub Type—Numerical/Quantitative Data (110)—Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage. PC Not Available from EDRS.

Descriptors—Data Collection, Elementary Secondary Education, *Expenditures, *Federal Aid, Federal Legislation, *Federal Programs, Federal Regulation, *Federal State Relationship, Higher Education, Information Dissemination, *State Programs

Identifiers—Education Amendments 1974

In accord with Section 512 of the Education Amendments of 1974, this report provides fiscal data concerning local distribution of federal funds under state plan programs. The report lists the state administered federal education programs and presents the data collected from the states (in the form of statistical tables) relating to funds available, expenditures, and distribution of grants according to type of recipient, size of grant, or size of local education agency. In addition, the tables correlate grant funds and county income relative to state and national averages and show the percentages of repeating grantees in certain programs. (WD)

ED 199 891 EA 013 394

Montes, Celedonio

Student and Parent Rights in Public Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Jun 80
Contract—G0078C0143

Note—29p.

Pub Type—Guides - Non-Classroom (055)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, *Civil Rights, *Civil Rights Legislation, Compulsory Education, Discipline, Dress Codes, Due Process, Educational Discrimination, Elementary Secondary Education, Grades (Scholastic), Married Students, Pregnant Students, Punishment, Racial Discrimination, Religious Discrimination, *School Law, Search and Seizure, Sex Discrimination, *Student Rights, Track System (Education)

Identifiers—Education for All Handicapped Children Act, Equal Educational Opportunities Act 1974, Family Educational Rights and Privacy Act 1974, Fourteenth Amendment, Title IX Education Amendments 1972

Emphasizing the necessity for open communication and respect for everyone's rights as the best way to prevent problems at school, this paper offers information and advice to both students and parents

(in separate sections) on their rights relating to public education. The topics range from discrimination, due process, and disciplinary measures to religious beliefs, tracked classes, and in-school searches. Both sections are presented in simple format, appropriate for families whose first language is not English. The section addressed to parents includes information about parental involvement in bilingual education. (WD)

ED 199 892 EA 013 395

Gourley, Robert N.

Competency Based Education Program, Final Report, June 1, 1978-November 30, 1979.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—30 Nov 79

Grant—OB-NIE-G-78-0206

Note—248p.; Flowcharts and hand-written portions may be marginally legible. For related documents, see EA 013 396, ED 147 949, ED 147 952 and ED 163 660.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Community Involvement, *Competency Based Education, Curriculum Development, Educational Assessment, Educational Research, Evaluation Methods, *Information Dissemination, *Program Development, *Secondary Education, Teaching Methods, Testing

The purpose of this competency-based education program is to help interested school districts implement, manage, and evaluate a comprehensive program at the high school level. The final report discusses the definition and collection of selective practices that have potential for further use; targeted development activities, including planning and training services; and dissemination of the products resulting from the program's analysis of promising practices and development programs. The appendices comprise abstracts of promising practices, an overview of dissemination activities, and procedures for product development and quality control. Also included are an addendum to the final report and a paper on the competency-based science program at Rex Putnam High School (Milwaukee, OR) with a concluding list of recommendations for developing a local competency-based curriculum. (WD)

ED 199 893 EA 013 397

Hunter, Susanne M. And Others

Survey of Secondary School Perceptions, Research Report.

North York Board of Education, Willowdale (Ontario).

Pub Date—Aug 77

Note—74p.; Some figures may be marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Freedom, Administrator Attitudes, Apathy, Data Analysis, *Discipline, *Educational Quality, Educational Research, Foreign Countries, Grades (Scholastic), *Parent Attitudes, *Permissive Environment, *School Attitudes, School Surveys, Secondary Education, *Student Attitudes, *Teacher Attitudes, Testing

Identifiers—Ontario (North York)

Data analysis and coding of responses to a questionnaire survey of secondary school students, their teachers, and parents concerning perceptions of school and education provide the material for this report. Students and parents were randomly selected by two methods from eight secondary schools in Ontario, Canada. All staff members and administrators in the schools were included in the sample. The results of this 1976-77 survey are compared to the findings in a similar survey conducted in the same district in 1971-72. From the comparison it is evident that there has been a significant conservative shift in attitudes among all three groups. Students feel that formal exams are necessary, that there is sufficient academic freedom, and that schools need disciplinary power. The survey revealed an increase in students' positive attitudes towards their teachers and schools. A larger number of students gave no opinion on a number of items, perhaps indicating greater apathy. Parent and staff responses are consistent with those of the students, approving more emphasis on grades and urging less permissiveness. The survey does show parent attitudes to be more negative towards education and school quality. (Author/WD)

ED 199 894

EA 013 398

Madras, S. And Others

Futures Research: Financial Planning, Research Report.

North York Board of Education, Willowdale (Ontario).

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date—Oct 78

Note—45p.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgeting, Budgets, Declining Enrollment, Elementary Secondary Education, *Financial Needs, Financial Support, Foreign Countries, *Futures (of Society), *Long Range Planning, *Models, *Prediction, Research Design, Retrenchment, School Funds, *Simulation, *Trend Analysis

Identifiers—Ontario (North York)

Utilizing a computerized model, this paper presents a five-year financial plan for the board of education in North York (Ontario). The model assumes that the present organizational structure and policies of the board will continue and that a zero inflation rate will prevail for the next five years. It assesses financial implications for the future under stable as well as changing circumstances. The factor most likely to affect financial planning is that of declining enrollment, which necessitates consequent reductions in teaching staff, supply and equipment, support services, and provincial grants. The model's strength comes from its ability to consider "what if" questions and to determine the impact of a particular course of action compared to the status quo. The limitations of the model are its representation of approximate conditions rather than actual dollar savings or costs, and its assumption of specific interrelationships of major variables that may not be compatible with all financial operations. The paper lists the types of information required for use of the model. (Author/WD)

ED 199 895

EA 013 399

Pupil Population Projections: Essential Tools for Educational Planners.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.

Pub Date—80

Note—48p.

Pub Type—Reports - Descriptive (141)—Guides - Non-Classroom (055)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Birth Rate, *Declining Enrollment, Dropout Rate, Educational Planning, Elementary Secondary Education, *Enrollment Projections, Migration, *School Demography

Identifiers—Cohort Survival Ratio Method

Intending to provide school administrators with technical information to assist in preparing student enrollment projections and techniques in analyzing projections, this paper explores the state of the art, major factors affecting school populations, and the Cohort Survival Ratio Method. The authors caution that there are no absolutely reliable methods for predicting changes in enrollment, but state that the Cohort Survival Ratio Method is generally accepted as the most understandable and effective tool available. The factors greatly affecting student numbers are identified as births, migration, and holding power (dropout rate). The authors conclude that pupil population projections are essential in planning budgets, programs, and facilities and that educational planners should collect information from private, commercial, and governmental agencies. They further recommend that each administrative unit have a person responsible for making enrollment projections. (Author/WD)

ED 199 896

EA 013 400

Choy, Susan P.

The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79.

New York Univ., N.Y. Graduate School of Public Administration.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 80

Grant—NIE-G-79-0163

Note—60p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Administration, Class Size, Collective Bargaining, Decision Making, Educational Quality, *Financial Support, *Resource Allocation, *Retrenchment, *School Funds, *School Support, Secondary Education, Student Attitudes, Teacher Attitudes
 Identifiers—*New York City Board of Education
 Utilizing published data for the school years 1974-75 through 1978-79, this study seeks to outline an approach for identifying and measuring the impact on schools of changes in resource levels, to investigate effects of recent changes in resource levels in New York City public high schools, and to examine the implications of the findings for New York schools and other school systems. The years studied encompassed two budget cuts and two modest increases. The changes from 1974 to 1979 identified in the paper include a lower level of instructional, administrative, and support services, a greater percentage of resources allocated to instruction, and a larger average class size. While unable to assess the impact of these and other changes on student performance, the author argues that they can potentially lower educational quality, depending on the methods of implementation. The study suggests that important policy issues in times of retrenchment include the allocation of decision-making responsibility between the central administration and schools, resource allocation formulas, collective bargaining agreements and legal constraints, and the distribution of the burden of cutbacks among teachers, administrators, and pupils. (Author/WD)

ED 199 897

EA 013 401

Neal, Richard G.

Bargaining Tactics. A Reference Manual for Public Sector Labor Negotiations.

Pub Date—80

Note—237p.

Available from—Richard Neal Associates, Box 23, Manassas, VA 22110 (\$30.00 each; \$25.00 each for multiple copies; \$20.00 each for prepaid orders).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Collective Bargaining, Government Employees, *Labor Relations, *Negotiation Agreements, *Negotiation Impasses, Unions

Intended as a practical guide for negotiators, this manual provides step-by-step directions for techniques useful in the collective bargaining process. The suggestions are based on extensive first-hand experience and field research and apply to labor negotiations in all areas of public service. The manual is divided into nine sections, including an overview, that discuss such topics as preparation for negotiations, tactics and strategies, mechanics of bargaining, and reaching consensus. (Author/WD)

ED 199 898

EA 013 402

Parrish, William C.

Volunteers in the Secondary School: A Valuable Resource. The Practitioner, Vol. 7, No. 2.

National Association of Secondary School Principals, Reston, Va.

Pub Date—Jan 81

Note—11p.

Available from—Research Dept., National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 (\$5.00; quantity discounts; payment must accompany orders of \$10 or less).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, Orientation, Recruitment, School Aides, Secondary Education, Teacher Administrator Relationship, Teacher Participation, *Volunteers, *Volunteer Training Identifiers—*Volunteers in Education

The use of volunteers is one answer to the short supply of human and financial resources in our nation's secondary schools. There is evidence that volunteer programs planned with broad based faculty-student involvement greatly enrich classroom activities. The principal holds a key role in assuring the success of volunteer programs by coordinating and supporting their use. Volunteer programs achieve a greater chance of success when they arise out of staff perceptions of legitimate need for such programs. Orientation sessions in which the school staff is involved in the planning and development of

a volunteer program are critical in fostering positive attitudes by staff members toward volunteers. Volunteers can participate in a wide variety of activities including clerical duties, library assistance, phone calling, and assistance with extracurricular activities. Retired persons provide a rich pool of human resources. A description of several school volunteer programs is provided, including outlines of the many ways in which volunteers are employed and the names and addresses of school personnel to contact for further information. (JEH)

ED 199 899

EA 013 403

Student Performance Expectations of the Foundation Program.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RE-78-6054

Pub Date—Aug 78

Note—94p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Behavioral Objectives, *Course Objectives, Curriculum Development, *Educational Objectives, Elementary Secondary Education, Instructional Development, Instructional Improvement, Minimum Competencies, *Performance

In relating foundation program objectives established by the Department of Education to classroom instruction, this paper identifies performance expectations for 21 subjects in grades 3, 6, 8, 10, and 12. These grades were chosen because they represent critical points in major stages of human development. The performance expectations are clustered according to knowledge, skills, or attitudes that are important for students at particular stages of development. The expectations are intended to provide the basis for developing instructional objectives, measuring student progress, insuring appropriate and timely instruction for each student, and securing related assessment information regarding student background, interests, work habits, and learning styles. (Author/WD)

ED 199 900

EA 013 406

Framework for DOE Curriculum Improvement, 1976-1981.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-79-7219

Pub Date—Mar 79

Note—34p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, Educational Planning, Elementary Secondary Education, Program Development, Program Evaluation Identifiers—Hawaii State Department of Education

This document outlines a plan of action intended to upgrade instructional programs for Hawaii's public school students. The plan involves three phases. Phase I (1976-1977) was intended to determine desired educational outcomes and assess current programs and the curriculum management system. During Phase II (1977-1978), proposals for program improvements and educational measurement techniques were to be developed on the basis of information gathered in the first phase. Phase III (1978-1981) focuses on the translation of the proposals generated in the second phase into specific activities for the implementation of instructional improvements. (Author/PGD)

ED 199 901

EA 013 407

Report of the Task Force on Graduation Requirements.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-78-6446

Pub Date—Oct 78

Note—201p.; Some appendices may be marginally legible.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Standards, Educational Certificates, Educational Objectives, Educational Planning, Elementary Secondary Education, *Graduation Requirements, Minimum Competencies, Minimum Competency Testing, State Surveys, Student Evaluation, Student Records Identifiers—Hawaii, *Hawaii State Department of Education

The second of two task forces formed to consider the graduation requirements of Hawaii's public education system came to several conclusions and made several recommendations regarding improving the

existing program. Among the task force's concerns were making sure graduation requirements were linked to the state department of education's established Foundation Program objectives; providing adequate access to alternative methods for achieving graduation requirements; and recognizing different types of student achievement through the issuance of appropriate documents, such as diplomas and certificates of program completion. The task force recommended specific changes in the graduation requirements, increasing the number of compulsory and elective course credits necessary and requiring demonstrated mastery of essential competencies related to daily living skills. Use of the Hawaii State Test of Essential Competencies to determine student progress toward these goals was recommended, but the task force recommended development of other methods for student demonstration of mastery since state law prohibits use of any test to deny student promotion or graduation. Extensive appendices contain background information and preliminary reports considered by the task force in the course of its deliberations. Sample forms, survey results, and program descriptions are included. (Author/PGD)

ED 199 902

EA 013 408

Procedural Handbook for the Improvement Component of the Foundation Program Assessment and Improvement System (FPAIS).

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—TAC-77-4721

Pub Date—Dec 77

Note—40p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, Management Systems, Program Administration, Program Development, *Program Improvement, *State Programs, State School District Relationship, Systems Development Identifiers—Hawaii, *Hawaii State Department of Education

Hawaii's Foundation Program Assessment and Improvement System (FPAIS) is the Department of Education's comprehensive system for managing the curriculum. The improvement component of this system involves participation of work groups at state, district, and school levels. This document describes the responsibilities, the location in the administrative structure, and the composition of work groups at each level. The document further identifies the procedures involved in development, implementation, and evaluation of plans initiated at state, district, and school levels for improvement of the Foundation Program. Appendixes chart Hawaii's reading assessment and improvement process, describe coordination of the FPAIS with the Department of Education's Project Management System, and explain Hawaii's use of the planning, programming, budgeting system. (Author/PGD)

ED 199 903

EA 013 409

Friedman, Charles P.

Software Organization in Student Data Banks for Research and Evaluation: Four Institutional Models.

Pub Date—Apr 80

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Programs, Databases, *Data Processing, Educational Research, Higher Education, Institutional Research, *Program Design, Research Methodology, Student Research Student data banks for ongoing research and evaluation have been implemented by a number of professional schools. Institutions selecting software designs for the establishment of such systems are often faced with making their choice before all the possible uses of the system are determined. Making software design decisions involves "rational" factors such as considering available approaches, anticipating the uses of the system, determining an access policy, and evaluating available hardware and software resources. "Nonrational" factors involved include time deadlines, the familiarity of the users with systems or packages, and institutional priorities for utilization of existing facilities. Characteristics of software designs include the type of managerial package, the data building blocks em-

played, the method of relating these blocks to each other, search methods available for use, the accessibility of data for updating and editing, and features addressing the designs' built-in limitations. This document, intended for those familiar with computers but not for computer professionals, discusses four systems currently in operation in schools of medicine. The intent of the discussion is to illuminate differences in software design characteristics and to explore the operating implications of these differences. (Author/PGD)

ED 199 904 EA 013 410

Fredrickson, John H.

Civilized Strategies for Closing Schools.

Pub Date—[80]

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Declining Enrollment, Elementary Education, Long Range Planning, Public Opinion, *School Closing

Enrollments will continue to decline in the foreseeable future and schools will continue to close. Armed with such long-range planning strategies as a developed master plan, clearly specified goals for school closings, an established process, acceptable and quantifiable criteria for selecting schools to be closed, and the involvement of an informed public, school officials should be able to make the process totally professional, if not totally acceptable. (Author/PGD)

ED 199 905 EA 013 411

Cross, Ray

Elementary School Principal Effectiveness.

Spons Agency—Corpus Christi Univ., Tex.

Pub Date—14 Aug 79

Note—183p.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Administrator Characteristics, *Administrator Role, Educational Innovation, Elementary Education, Institutional Characteristics, Leadership Styles, Organizational Climate, Outcomes of Education, *Principals, Research Needs, *Success Identifiers—Contingency Theories

A review of research linking elementary principal "antecedents" (defined as traits), behaviors, school conditions, and student outcomes furnishes few supportable generalizations. The studies relating principal antecedents with behavior and principal antecedents with organizational variables reveals that the trait theory of leadership has fared badly in studies of elementary school principals. Perhaps the safest generalization yielded by the review draws a connection between principal behavior (such as leadership style) and organizational variables (such as school climate, teacher performance, or school innovativeness), specifically, between elementary school principal leadership style and school innovativeness. Although contingency studies relating situational variables and principal behavior are still in infancy, the findings so far justify a continuance of this line of investigation. Perhaps the highest research priority should be accorded to the links among principal effectiveness, organizational variables (or conditions), and student outcomes. Yet it is important to remember that the principal's task is not to bring about these organizational conditions singlehandedly but to lead others to bring about these conditions and that the definition of effectiveness is multidimensional. Lengthy tables in the appendices summarize the important components of the studies reviewed. (Author/JM)

ED 199 906 EA 013 412

Elmore, Richard F.

Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy.

Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—NIE-P-77-0070

Note—52p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrative Organization, Administrator Role, *Compliance (Legal), Decision Making, *Educational Legislation, Elementary Secondary Education, *Federal Regulation, Instruction, Legislators, Policy Formation, Power Structure, *Problem Solving, *Program Implementation, *Public Policy

Addressed primarily to practitioners—legislators, administrators, and their staffs—this monograph is structured around a series of hypothetical exchanges between legislators and administrators concerning the implementation of a basic skills program. The author asserts that the hierarchical control that legislators traditionally rely on for program implementation is contrary to the need for subordinates to exercise delegated control (individual responsibility, initiative, and discretion) over their own actions. Since the most important interaction in education takes place between students and teachers, he stresses the importance of focusing attention on the classroom in solving implementation problems. This approach is patterned on a programmatic view that emphasizes delegated control and service delivery capacity rather than a regulatory view that emphasizes hierarchical control and compliance. Backward mapping, based on the assumption that implementation begins at the bottom, not at the top, is presented as a logical, although not a foolproof, strategy. (Author/WD)

ED 199 907 EA 013 413

Ross, Doris Flakus-Mosqueda, Patricia

Cuebook II. State Education Collective Bargaining Laws. Report No. F80-5.

Education Commission of the States, Denver, Colo.

Dept. of Research and Information Services.

Spons Agency—National Inst. of Education (ED),

Washington, D.C.

Pub Date—Sep 80

Contract—400-79-0044

Note—84p.

Available from—Education Finance Center, Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295 (\$3.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Collective Bargaining, Court Litigation, Elementary Secondary Education, Employer Employee Relationship, *Grievance Procedures, *Labor Relations, Middle Management, Public Schools, Public School Teachers, School Law, State Courts, State Legislation
State public employee collective bargaining laws affecting education are summarized in this booklet. State provisions and laws relative to coverage, exclusion, determination of bargaining units, union security, administrative roles, management rights, impasse procedures, grievance procedures, unfair practices, and deadline dates are compared. Provisions regarding open meeting requirements are discussed. The implementation of bargaining laws in 31 states are summarized and compared. An appendix describing impasse resolution procedures for professional educational personnel is provided, along with a glossary of terms. (JEH)

ED 199 908 EA 013 415

Students' Rights and Responsibilities Handbook.

1980 Revision.

California State Dept. of Education, Sacramento.

Pub Date—80

Note—32p.; For a related document, see ED 150 738.

Available from—Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 (\$1.50; add sales tax for California residents).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Confidentiality, Educational Opportunities, Elementary Secondary Education, Freedom of Speech, Law Enforcement, Policy, School Attendance Legislation, *School Law, *School Policy, Special Programs, Student Attitudes, *Student Behavior, *Student Problems, Student Records, *Student Responsibility, *Student Rights, *Student School Relationship
Students, parents, and school authorities are provided information about various laws and regulations pertaining to public school students in this handbook. Fundamental rights and responsibilities of students, including those described in right to education laws and judicial decisions, are discussed. Discipline policies, continuation schools, corporal punishment, dress codes, and smoking areas are covered in the section on student behavior. Proficiency standards, independent study, and school attendance of married or pregnant students are discussed in the section on educational opportunity. Issues of free speech are covered, including religious expression, student organizations, and student newspapers. The relationship between law enforce-

ment agencies and student rights is treated in this handbook. Information useful to administration and school personnel is included in the section covering fees, deposits, and charges, along with sex discrimination issues. The handbook concludes with a section on information disclosure. (JEH)

ED 199 909 EA 013 417

Formal Evaluation of Certificated Education Staff in Alberta: Practices and Policies. (A Survey Conducted by Alberta Education in 1980).

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—Sep 80

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Policy, Elementary Secondary Education, Foreign Countries, Policy Formation, Program Implementation, Questionnaires, Surveys, *Teacher Certification, *Teacher Evaluation, *Teacher Improvement, Teacher Supervision

Identifiers—*Alberta

In order to determine current practices and policies concerning the formal evaluation of certified teaching personnel in Alberta, this survey was conducted by means of a questionnaire (appended) sent to all school districts in the province. The findings were then compared to those of a similar survey conducted in 1977. The comparison revealed that more beginning and tenured teachers were evaluated in 1980 than in 1977. The survey also demonstrated that formal evaluations are being increasingly utilized to improve teacher performance. In addition, more districts are using standard evaluation forms than in the past. (WD)

ED 199 910 EA 013 418

Bates, Richard J.

Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control.

Pub Date—Aug 80

Note—22p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Norfolk, VA, August 10-15, 1980).

Pub Type—Opinion Papers (120) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Organization, Administrator Role, *Bureaucracy, *Educational Administration, *Educational Philosophy, Educational Theories, Family School Relationship, Parent Role, Parent School Relationship, *Power Structure, School Organization, Student Role, Student School Relationship, Student Teacher Relationship, Teacher Role

Identifiers—*Professionalism, *Standardization

Administrative bureaucracy and the professionalism of teachers have combined in contemporary schooling to structure both interpersonal relations and knowledge, leaving students and parents relatively powerless to control any of the educational processes. Through bureaucratic organization, schools create structures in which knowledge, teachers, and pupils are simultaneously bureaucratized and subjected to rationalized control. As schools increase in size, there are greater pressures for standardization and further control. Accountability and external legislation further standardize operation and performance. Such pressures may eventually lead to the "hyperrationalization" of schooling. Teachers respond to this hyperrationalization by asserting their professional autonomy. Advocates of professionalism claim the unique ability to make informed judgments in specified areas. In effect, they control access to professional knowledge, the distribution of that knowledge, and the conditions under which it will be made available to students. Ultimately, the principles of bureaucracy and those of professionalism are mutually reinforcing and increase the ideological, epistemological, and social processes of control over the student's destiny. Such a result is antithetical to liberal ideals of education. (Author/WD)

ED 199 911 EA 013 419

Bates, Richard J.

The Function of Educational Administration in the Processes of Cultural Transmission.

Pub Date—Aug 80

Note—36p.; Paper presented at the Conference on the Origins and Operations of Educational Systems, International Sociological Association (Paris, France, August 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bureaucracy, Competency Based Education, Curriculum Development, *Educational Administration, *Educational Philosophy, *Educational Technology, Epistemology, Instruction, *Power Structure, Socialization, Teaching Methods

Identifiers—*Professionalism

A study of the implementation of a rational/bureaucratic model of knowledge in classrooms suggests that current modes of educational administration are based on control, via rational planning, of social relations, individual consciousness, and epistemology. Bureaucratic organization and professionalism enjoy a symbiotic relationship, combined with an increasingly dominant technological rationality that encourages the prescription of educational inputs and expected outcomes. This leads to a physical impoverishment of schools as well as the obscuring of certain interests and encourages the depoliticizing of cultural transmission, the denial of the validity of certain questions, and the trivializing of socialization. In addition, the development of sophisticated curriculum packages transforms the relationship between teacher and student, since teachers can now be held accountable for the mastery of prespecified goals (as in competency-based education). Teachers focus on methods of teaching rather than on purpose and content. In evaluation as in curriculum and pedagogy, administrative reliance on technological rationality appears to influence content, organization, and transmission of knowledge. (Author/WD)

ED 199 912 EA 013 420

Shaffer, Susan Morris, Comp. Gordon, Barbara J. A. Comp.

Resource Notebook.

American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Jun 80

Grant—G0078C0193

Note—199p.

Available from—The Mid-Atlantic Center for Sex Equity, The American University, Foxhall Square Building, Suite 252, 3301 New Mexico Ave., NW, Washington, DC 20016 (\$6.00 including postage and handling).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Career Development, Federal Legislation, Guidance, Instructional Materials, *Organizations (Groups), Personnel Policy, Physical Education, *Services, *Sex Fairness, Teaching Methods, Vocational Education

Identifiers—Title IX Education Amendments 1972

Designed especially for school personnel, this notebook provides an easy reference for those interested in locating materials, organizations, information, and general resources related to the achievement of sex equity and the implementation of Title IX of the Education Amendments of 1972. Services are listed under such topics as sex equity legislation, teaching strategies, instructional materials, vocational and physical education, guidance and career development, and personnel policies. (Author/WD)

ED 199 913 EA 013 421

Acheson, Keith A. Gall, Meredith Damien

Techniques in the Clinical Supervision of Teachers.**Preservice and Inservice Applications.**

Report No.—ISBN-0-582-28122-9

Pub Date—80

Note—198p.

Available from—Longman, Inc., 19 W. Forty-Fourth St., New York, NY 10036 (\$8.95).

Pub Type—Books (010) — Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Administrator Role, Case Studies, Classroom Observation Techniques, Conferences, Elementary Secondary Education, Evaluation Methods, *Instructional Improvement, Leadership Styles, Self Actualization, *Supervisory Methods, Teacher Administrator Relationship, *Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, *Teacher Supervision, Teaching Methods

Intended as a text, this book emphasizes practical techniques of clinical supervision in working with teachers to help them improve their classroom teaching. It is divided into four units. The first provides necessary background for understanding techniques of clinical supervision. The next two units describe specific techniques for conducting clinical conferences and collecting observation data. The final unit presents case studies and answers questions frequently asked about clinical supervision. (Author/WD)

ED 199 914 EA 013 422

Wilson, Alfred P. Comp.

The Principalship. A Selected Bibliography.

Utah Univ., Salt Lake City, Center for the Study of Educational Policy and Administration.

Pub Date—80

Note—54p.; For a related document, see ED 169 684.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Responsibility, *Administrator Role, Discipline, Elementary Secondary Education, Personnel Evaluation, Politics, *Principals, *School Administration, *School Supervision, *Supervisory Methods, *Teacher Supervision

This selected bibliography lists articles and books published on the function of the public school principal in the United States. The periodicals were taken from the Education Index, 1970 through June 1980, and the books from the 1979-80 edition of "Books in Print," which includes titles from 1970-79. (Author/WD)

ED 199 915 EA 013 423

Reddick, Thomas L. And Others

A Study of Professional Attitudes of Teachers in the Cumberland County and Putnam County Public School Systems in Tennessee.

Pub Date—Nov 80

Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (9th, New Orleans, LA, November 1980). For related documents, see ED 182 855 and ED 161 863.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Career Choice, Elementary Secondary Education, Interpersonal Relationship, Job Satisfaction, *Negotiation Agreements, Questionnaires, *Teacher Administrator Relationship, *Teacher Attitudes, *Teaching Conditions

A questionnaire (appended) was administered to a sample of elementary and secondary teachers in Tennessee in three consecutive years to analyze the effects of negotiated contracts on teachers' attitudes toward job satisfaction, interpersonal trust, organizational commitment, and career satisfaction. The findings include a decline in the opinion that longer service guarantees better teaching, and in commitment to teaching as well as an increase in willingness to consider alternative employment and in the view that professionally negotiated contracts are a necessity for all teachers. Over the three-year period, there was a significant increase in the number of teachers who considered themselves "labor" and considered the administration "management" and who felt they would prepare for a different career if they were beginning college again. The authors decline to draw general implications from the data and suggest that their value lies in considering each questionnaire item separately. (Author/WD)

ED 199 916 EA 013 424

Paddock, Susan C. And Others

On the Conduct of Site Relations in Educational Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Oregon Univ., Eugene. Center for Educational Policy and Management.

Pub Date—Mar 78

Note—26p.; Elements of this paper were discussed at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communications, Educational Cooperation, *Educational Researchers, Elementary Education, *Experimenter Characteristics, Institutional Research, *Research Design, Research Directors, Research Methodology, *Research Problems, *Research Skills

Identifiers—*Researcher Practitioner Relationship

Schools are often reluctant to be watched or studied, especially when their interests do not coincide with those of researchers. The development of good site relations can improve the chances of successful data gathering in such circumstances. In addition to acting with courtesy and respect, research teams can organize their site relations activities into four phases, including planning, development, maintenance, and dissemination. In the planning phase, a field coordinator is selected to oversee the site relations program. In the development phase, an overall plan of site relations is fashioned. Drafts of cooperative agreements with participating schools are composed. In this phase, a strategy is devised for eliciting sponsorship by large or well known research development agencies, who are capable of securing invitations by schools to allow researchers to present their proposals and secure approval to conduct research. The maintenance phase is the period of actual data collection. Field representatives work closely with site personnel to avoid unforeseen changes or problems. During this phase site visits are scheduled to promote personal contact, to gain valuable information not readily apparent in written data, and to secure feedback. Final reports to participants are composed in the dissemination phase. (JEH)

ED 199 917 EA 013 425

Public School Educators in Minnesota. Final Report.

Minnesota State Planning Agency, St. Paul.

Pub Date—Apr 80

Note—77p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Declining Enrollment, *Faculty Mobility, Futures (of Society), Long Range Planning, Policy Formation, *Teacher Characteristics, Teacher Education, Teacher Placement, Teacher Salaries, Teaching Experience, *Unemployment Insurance

Identifiers—*Minnesota

In highlighting findings from five separate studies on the characteristics of public school personnel in Minnesota, this study seeks to assist legislators, public agency staffs, school board members, and administrators in gaining a better understanding of the educator labor force as they engage in policy development and planning for the decade ahead. The report includes statistics on age, sex, training, experience, salaries, and mobility of educators as well as findings on unemployment insurance costs and the characteristics of newly hired staff. The effects of declining enrollment on voluntary and involuntary geographic mobility are also discussed. (Author/WD)

ED 199 918 EA 013 426

Morris, Richard, Comp. Seymour, Nancy, Ed.

Working Papers: Community Councils.

Institute for Responsive Education, Boston, Mass. Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date—80

Note—23p.; Prepared as part of the Community Council Assistance Project. Funded through the Eastern Recruitment and Community Resource Center.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizen Participation, *Citizens Councils, *Clearinghouses, Community Influ-

ence, *Community Information Services, *Community Involvement, Community Role, Community Support, Decision Making, Decision Making Skills, Educational Planning, Educational Policy, Educational Research, *Information Dissemination, *Information Networks, Policy Formation, Program Development, School Community Programs, School Community Relationship

Identifiers—*Community Based Education
The Institute for Responsive Education (IRE) is a private, nonprofit organization involved in research, policy analysis, assistance to local sites, and development of a national information clearinghouse and network for citizen groups. IRE recommends an approach to community based education that encourages citizen participation in decision-making and active program involvement. IRE lends on-site assistance to school-community councils by sharing the ideas of other successful groups, and by recommending appropriate written materials for lay participants. In addition, IRE assists local groups in the process of defining their needs, issues, and agendas for action. Policy recommendation based on documented research in the area of citizen participation has resulted in the dissemination of publications that seek to increase policy coordination among various levels of government and promote effective school decision-making. The IRE library and information service has assembled advisory council packets on a variety of topics designed to assist local school councils in developing new policies, practices, and alternatives. (JEH)

ED 199 919 EA 013 427
Greenbaum, Howard H. Falcione, Raymond L.
Organizational Communication Research: An Exploratory Application of a Conceptual Model for an Organized Knowledge Base.

Pub Date—Aug 80
Note—37p.; Paper presented at the Annual Meeting of the Academy of Management (40th, Detroit, MI, August 10-13, 1980). For a related document, see ED 184 193. Work Attitudes; Work Environment; Models;
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classification, *Communication Research, Employee Attitudes, Group Dynamics, Innovation, Models, Morale, Organizational Change, *Organizational Communication, Organizational Effectiveness, Organizational Objectives, Work Attitudes, Work Environment

Organizational communication research needs a conceptual model or taxonomy of variables for developing a knowledge base for past and future findings and information access and retrieval. The proposed Outcome-Determinant-Interface (ODI) model distinguishes three major groups of variables, each divided into classes and subclasses. The outcome variables, representing desirable organizational end results, are morale, institutionalization, performance-effectiveness, and adaptiveness-innovation. Determinant variables account for the level of outcome effectiveness achieved, and include individual-employee, work-situation and work-group, organizational, and environmental determinants. Outcome and determinant variables are communication interface variables, grouped into intrapersonal, interpersonal, intragroup, intergroup, organization-wide, and interorganizational communication. A survey of 105 organizational-communication research studies, examining combinations of the outcome variable adaptiveness-innovation with all possible determinant and interface variables, revealed that a majority of possible research categories had not been studied. Further refinement of the proposed ODI taxonomy could produce an inventory of organizational communication propositions, generalizations, and areas for future research. (RW)

ED 199 920 EA 013 428
Blanchard, B. Everard
A New System of Education.
Pub Date—75
Note—164p.

Available from—ETC Publications, 18512 Pierce Terrace, Homewood, IL 60430 (\$8.95).

Pub Type—Books (010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Academic Achievement, Academic Aptitude, Accrediting Agencies, Adult Education, *Articulation (Education), *Curriculum De-

velopment, *Educational Quality, Elementary Secondary Education, Higher Education, Private Schools, Public Schools, Systems Analysis, Systems Development, Teacher Education

A review of the literature on the American educational system as well as results from the author's national survey on curriculum articulation provide the basis for a proposal that would restructure elementary, secondary, and higher education in the United States. The proposed system would offer all American citizens two free years of college level training and would require prospective teachers to receive twice as much professional and specialized training as is presently necessary. The book covers a wide range of topics, including educational attainment and job profiles, the relationship of aptitude to achievement at all levels of education, articulation in public and private educational systems, accrediting associations, and myths in education. (Author/WD)

ED 199 921 EA 013 437
Glass, Kenneth M.
A Consultant Study of the Singapore American School Facilities.

Pub Date—14 Jan 81
Note—60p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education, *Enrollment Projections, *Facility Expansion, *Facility Planning, *Facility Requirements, *Facility Utilization Research, Foreign Countries, Long Range Planning

Identifiers—*Singapore American School
Designed to provide assistance in planning short- and long-range solutions to alleviate overcrowding in elementary and middle schools belonging to the Singapore American School, this study gives an overview of the geographic, political, and economic factors affecting enrollment and provides a detailed analysis of the schools' facilities. The schools anticipate continued enrollment growth. To accommodate such growth, the study recommends several short-term measures that involve reorganizing the use of existing structures or renting additional space. Long-range recommendations include providing open enrollment for all eligible students, purchasing or constructing a building to house expatriate teachers, and constructing a new elementary school. The author also suggests educational specifications for the new school plant. (Author/WD)

ED 199 922 EA 013 439
Lam, Y. L. Jack Kong, Shiu L.
Effects of Collective Bargaining on Teacher-Board Relationship.

Pub Date—Jun 80
Note—25p.; Table 3 may reproduce poorly due to broken print of original document.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Boards of Education, *Collective Bargaining, Conflict, Elementary Secondary Education, *Employer Employee Relationship, Foreign Countries, Labor Relations, *Negotiation Agreements, Power Structure, *Teachers, Unions
Identifiers—*Manitoba

Data were collected from teacher and trustee representatives on negotiation teams in 13 school districts in Manitoba (Canada) to determine the effects of collective bargaining on the relationship between teachers and boards. Differences were found to center on the issue of authority in such areas as teaching conditions, staffing procedures, and staff development. In addition, to the boards' dismay, collective bargaining has resulted in making 80 percent of the budget (teachers' salaries, fringe benefits) fixed; bargaining often results in a deadlock leading to strikes, lock-outs, and mediation; provincial organizations and other interest groups impose "backstage" control over negotiations; and there is evidence that negotiations are increasingly handled by labor relations experts. In order to reduce the tension, frustration, and suspicion generated by local negotiations, the authors recommend bi-level negotiations at the local and provincial levels. Salaries and fringe benefits could be settled at the provincial level, working conditions and professional development at the school district level. (Author/WD)

ED 199 923 EA 013 440
Collister, Larry

The Effects of Closing Five Schools in 1979 on School District Enrollments.
Seattle School District 1, Wash.

Pub Date—Nov 80
Note—20p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Declining Enrollment, *Desegregation Effects, Elementary Secondary Education, *School Closing, School Desegregation, *Student Attrition

Identifiers—*Seattle Public Schools WA
Computer tape files of student enrollment data were analyzed three times in an 18-month period to determine the effects of closing five of Seattle's elementary schools in May 1979 on the enrollments of students residing within those attendance boundaries. The changes in enrollment figures in the areas where schools were closed were compared to changes in selected neighborhoods outside the closed school attendance areas deemed similar in character and to changes in the district as a whole. In addition, the changes in enrollment were compared to those in nonsegregated school neighborhoods and to those directly involved in desegregation. The author concluded that no substantial evidence was found in the study to indicate that school closure necessarily causes enrollment decline in the affected neighborhoods. (Author/WD)

ED 199 924 EA 013 443
Klenke, William Barrows, Linda
School Climate and Decision Participation: Baseline Data for the Studies of Implementation.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—WRDCIS-TR-549
Pub Date—Oct 80
Contract—OB-NIE-G-80-0117
Note—191p.; Report from the Project on Studies of the Implementation of Individualized Schooling. Some graphs and appendices may reproduce poorly.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Administrator Role, Adoption (Ideas), *Decision Making, *Educational Change, *Educational Environment, Educational Innovation, Elementary Secondary Education, Longitudinal Studies, Policy Formation, *Program Implementation, Teacher Role
Identifiers—Individually Guided Education, *Wisconsin

As part of a proposed three-year longitudinal investigation of planned educational change in 13 schools relating to the implementation of the Instructional Programming Model (a component of Individually Guided Education), this report describes the baseline data from three research sites. Observations, interviews, and quantitative measures were used to collect data on the variables of organizational climate, the relationship between schools and their external agencies, and staff participation in decision-making. The report presents the school climate and decisional participation profiles for three schools in Wisconsin but does not draw implications because the project was terminated just after the baseline data were collected. (WD)

ED 199 925 EA 013 444
Young, I. Phillip Kasten, Katherine
The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCIS-TP-89
Pub Date—Nov 80
Contract—OB-NIE-G-80-0117

Note—49p.; Report from the Project on Studies of the Implementation of Individualized Schooling. Appendix A may reproduce poorly due to broken print of original document.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Change, *Educational Environment, *Educational Innovation, Educational Research, Elementary Education, Questionnaires, *Teacher Attitudes
 Identifiers—*Individually Guided Education, *Profile of a School, *Wisconsin

As part of a larger project on studies of implementation, specifically of Individually Guided Education (IGE), this paper describes the preliminary results of research on school climate, an important factor in retarding or promoting change. A review of the literature on school climate includes a description of Likert and Likert's Profile of a School. During on-site visits to the sample of 10 Wisconsin schools in the project, the researchers administered a modification of the Likert instrument to teachers in the fall of 1978 and the spring of 1979. The resulting data indicate that the climates in the sample schools were perceived to be increasingly open during the study and that teachers with more experience in IGE schools tend to perceive school climate as more open while teachers employed longer in a particular school tend to perceive school climate as less open. The authors suggest that using a school as its own control may prove more profitable for research on climate than previous approaches that have used climate measures to distinguish between schools or have used post hoc data to attempt to predict the receptivity of particular types of schools to innovation. (Author/WD)

ED 199 926 EA 013 448

Implementing Guidelines. Illinois Law Providing for Sex Equity in Education (Sections 24-4, 24-7, 27-1 of The School Code of Illinois).

Illinois State Board of Education, Springfield.

Pub Date—Nov 77

Note—13p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Policy, Educational Practices, Elementary Secondary Education, Extracurricular Activities, Guidelines, School Law, *Sex Bias, *Sex Fairness

Identifiers—*Equity (Education), Illinois

In accordance with Illinois state legislation passed in 1975, this pamphlet provides guidelines for the development of school policies that reflect sex equity. The guide provides definitions of relevant terms as well as standards for administrative policies, admissions, employment, programming, classroom practices, extracurricular activities, and grievance procedures. (JEH)

ED 199 927 EA 013 449

Guthrie, James W., Ed.

School Finance Policies and Practices. The 1980s:

A Decade of Conflict.

American Education Finance Association.

Pub Date—80

Note—275p; First Annual Yearbook of the American Education Finance Association.

Available from—Ballinger Publishing Company, 17

Dunster St., Cambridge, MA, 02138 (\$22.50).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Educational Vouchers, Efficiency, Elementary Secondary Education, Equal Education, Family Influence, *Finance Reform, *Financial Policy, *Financial Support, Political Influences, Political Issues, School Law, *School Support, Social Attitudes, Social Influences, Social Problems

This book presents the ideas of several authors who share the viewpoint that social values play an important role in determining financial policies in public schools. The first section reviews the historic and social context of school financing, summarizing U.S. school finance policy from 1955 to 1980 and describing the political environment of school finance policy in the 1980's. Section Two discusses attempts to create equity in public school finance from a tradition of local control to current conditions under which the state assumes an increasingly active role. The third section describes the role of efficiency in educational policy making and its relationship to concepts of equity and local freedom of choice. This section emphasizes the impact of home life on school achievement. The need for new educational policies to meet the demands of a growing number of families who have expressed dissatisfaction with public schools is discussed in Section Four. The final chapter describes the voucher sys-

tem as an option for improving the responsiveness of public schools. (JEH)

ED 199 928 EA 013 450

Geering, Adrian D.

A Human Resource Development Model for Schools.

Pub Date—Aug 80

Note—16p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Development, *Community Education, Community Programs, Community Role, *Human Resources, School Responsibility, School Role, Staff Development
 Identifiers—*Human Resources Development Program

The term "human resource development" is used to include both staff development activities designed to upgrade the professional qualifications of educators, and to signify society's efforts to enable all citizens to realize their full potential. Changes in society over the past 20 years have broken down the boundaries between schools and society. Increasingly, schools must address themselves to the needs of the community as a whole, and conversely, the community must become more actively involved in school affairs. The concept of community education is based on the perceived role of the school to make the community a better place to live. All community members, regardless of age, ability, or interest are afforded an opportunity to learn in the community education model. Schools should assume responsibility for identifying and seeking solutions to community problems. The governance system of the school, the school's climate, delivery system, and available resources make up the major structural dimensions of a school. Nonstructural dimensions include methods or forms of human resource development, participants, program content, and processes. Together, these elements form the basic components of the total view of human resource development. (JEH)

ED 199 929 EA 013 451

Geering, Adrian D.

A Prescriptive Model for Determining Professional Development Needs of Principals.

Pub Date—Sep 80

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Responsibility, Competence, Educational Needs, Elementary Secondary Education, *Job Analysis, *Job Performance, Models, *Needs Assessment, Occupational Information, Personnel Needs, *Principals, Professional Development, Professional Education

Identifiers—*Principal Role Expectation Inventory
 The model developed for this paper describes procedures for obtaining job relevant data for a needs assessment of principals' competencies to determine the discrepancy between their actual and desired performance. The major components of the model include selecting a committee to oversee the process, completing a job analysis, identifying and weighting required job competencies, measuring actual and desired performance, compiling and presenting needs assessment results, developing alternative procedures, validating professional development needs, and developing the program. A committee of five persons is selected from individuals with varying points of view regarding expectations for the principalship, with expertise in competency identification. Job function identification yields a list of five to ten broad job functions. Based on these functions, a list of competencies or determinants of job performance is produced. The needs assessment survey is designed and implemented to provide supporting data and feedback on the identified competencies. A Quadrant Assessment Model is recommended to complete and present the results. The relationship between ideal competencies and the perceived relative priorities as expressed by practitioners is derived to establish job competency priorities. A comprehensive professional development program can result from this process. (JEH)

ED 199 930

Geering, Adrian D.

The Role of the School Principal in Comparative Perspectives.

Pub Date—Oct 80

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Education, Administrator Qualifications, *Administrator Role, Administrator Selection, Centralization, *Comparative Analysis, Decentralization, Elementary Secondary Education, Financial Support, Foreign Countries, Organizational Climate, *Principals, Promotion (Occupational), School Activities, School Community Relationship, School Support, Seniority, Tenure
 Identifiers—Australia, Australia (South Australia), United States

Decentralized school systems make the principal's role more complex in the U.S. than in Australia's highly centralized system. Principals are pivotal to school success in both countries. A principal sets a school's climate, affecting decision-making, communications, educational innovations, and teacher morale, while performing formal tasks regarding curriculum, pupil and staff performance, physical facilities, school-community relations, and administration. However, comparison of the two countries reveals five differences that strongly influence the principal's role. First, U.S. preservice preparation demands more formal professional requirements from principals. Second, the principal selection process in Australia emphasizes seniority and service longevity, while the U.S. process is more competitive. Third, school funding is local in the U.S. but national in Australia, making U.S. principals more vulnerable to "environmental" influences. Fourth, U.S. schools have more programs and activities for which the principal is responsible. Fifth, principals' jobs are more secure in Australia, where principals have tenure, guaranteed salaries, and seniority and transfer rights, and are not subject to local funding changes. Thus the decentralized school system's stronger, more diverse organizational and environmental inputs make the principal's role in the U.S. more complex and dynamic than in Australia. Interview notes give additional information on U.S. principals. (RW)

ED 199 931

Butterfield, Dennis

Relevance and Curriculum: Making the Five R's Meaningful.

Pub Date—Nov 80

Note—15p; Paper presented at the Annual Meeting of the Rocky Mountain Regional Conference of the International Reading Association (5th, Boise, ID, November 6-8, 1980). Some paragraphs may not reproduce clearly due to broken print of original document.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Board of Education Role, *Community Involvement, *Curriculum Development, Educational Change, Educational Innovation, Educational Objectives, *Parent Participation, *Program Evaluation, Selection, *Student Participation, Teacher Participation

In response to increasingly vigorous and vocal criticism of American education, the author proposes a new model for curriculum development—a double triad that would combine the traditional cooperative efforts of administrators, teachers, and school board members with involvement of the community, parents, and students. The author suggests procedures for selection and involvement of community, parent, and student representatives on a community curriculum revision committee. In addition, he discusses the participation of teachers, the school board, and administrators. Guidelines for translating statements of philosophy and goals into performance objectives and for designing evaluation procedures are also included. (Author/WD)

ED 199 932 EA 013 463

Sjerra, Bobbie A. Paddock, Susan C.

Leadership Theories.

Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development; Mott (C.S.) Foundation, Flint, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Grant—G007902778

Note—82p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Role, *Leadership Qualities, *Leadership Responsibility, *Leadership Styles, Models, Personnel Management, Theories

Identifiers—Getzels and Guba Social Systems Model, *Lewin (Kurt), Maslows Hierarchy of Needs

This booklet describes various theoretical aspects of leadership, including the proper exercise of authority, effective delegation, goal setting, exercise of control, assignment of responsibility, performance evaluation, and group process facilitation. It begins by describing the evolution of general theories of leadership from historic concepts of group processes to current theories based on power and role differentiation. The concept of leadership as a process of interaction within a group directed toward some goal is defined and discussed. The authors provide a framework for conceptualizing the interaction of administration, planning, and leadership within the broader scope of management. Kurt Lewin's theory of leadership is discussed, as well as Maslow's hierarchy of needs and McGregor's assumptions about human motivation. Finally, a leadership model developed by Guba and Getzels contends that any kind of behavior is a result of influence from both personal and normative dimensions, and performance within a social system is caused by interaction between role and personality. (JEH)

ED 199 933 EA 013 466

Knorr, Cynthia L.

A Synthesis of Homework Research and Related Literature.

Pub Date—24 Jan 81

Note—50p.; Paper presented to the Lehigh Chapter of Phi Delta Kappa (Bethlehem, PA, January 24, 1981).

Pub Type—Reports - Evaluative (142) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Educational Policy, Elementary Secondary Education, *Homework, School Policy, Student Attitudes, Teacher Attitudes

In this review of literature and research on homework, the author presents historical trends in attitudes by educators toward the role and effectiveness of homework. Definitions and categories of homework are provided, including a summary of widely cited professional opinions regarding its advantages and disadvantages. The results of major surveys conducted to determine existing attitudes and practices regarding homework are summarized. The author provides a synthesis of experimental findings regarding the effect of homework on academic achievement and the relationship between homework and the attitudes of students toward academic subjects. Suggestions for the development of homework policies by schools are included. (JEH)

ED 199 934 EA 013 495

Spady, William C.

American Association of School Administrators 1980 Summer Instructional Leadership Conference: A Cooperative R&D Dissemination Project. Final Report.

American Association of School Administrators, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—1 Dec 80

Contract—400-80-0011

Note—40p.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, Conferences, Curriculum Design, *Educational Research, Information Dissemination, *Instructional Development, *Instructional Improvement

This final report on the American Association of

School Administrators' 1980 Summer Instructional Leadership Conference includes information on the background and scope of the project, a list of presenters and their topics, and plans for future programs. In addition, abstracts of 20 papers presented at the conference are appended. (WD)

ED 199 935 EA 013 519

Punke, Harold H.

Mythology in American Education.

Pub Date—81

Note—470p.

Available from—The Interstate, Printers & Publishers, Inc., 19-27 North Jackson St., Danville, IL 61832 (\$14.75; educational discounts)

Pub Type—Books (010) - Opinion Papers (120) Document Not Available from EDRS.

Descriptors—Academic Freedom, Civil Rights, Competition, Curriculum, Economic Factors, Educational Administration, *Educational Philosophy, *Educational Practices, Educational Research, Ethics, Leisure Time, Moral Values, *Mythology, Poverty, Religious Education, School Taxes, Science Education, Sex Education

Written from the perspective that specific myths profoundly influence educational outlooks and practices, this book points out that such views may outlive their usefulness. The publication explores the nature and origin of myths, particular myths embodied in American education, the creation and obsolescence of myths in a dynamic culture, and the potential for myths' constructive or obstructive impact on cultural development. In addition, the author includes a section of quotations indicating the concern of past generations for many of the educational and kindred relationships we face today. The myths discussed touch on such topics as moral values, human rights, property rights, sex education, leisure, materialism, science, evolution, poverty, free enterprise, competition, and taxes. (Author/WD)

ED 199 936 EA 013 532

Wallich, Lynn R.

The "Basics" Relative to School Climate.

Stoughton Area School District. Wisconsin.

Pub Date—2 Feb 81

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Administrator Role, *Classroom Environment, Educational Change, *Educational Environment, Educational Objectives, Elementary Secondary Education, Institutional Characteristics, Principals, Student School Relationship, Teacher Role

School climate is defined as the norms, beliefs, and attitudes reflected in institutional patterns and practices that enhance or impede student achievement. Research findings support the notion that school learning climate is an important factor in determining academic outcomes. School climate is largely dependent on the leadership of the principal. The productivity and satisfaction of students is promoted by a healthy school climate. The basic needs of students should be addressed in the development of a good working climate. They include, physiological needs, safety, acceptance, recognition, and self-actualization. School climate determinants can be divided into the three major areas of program, process, and materials. How these determinants are developed and implemented make up the key area of focus in determining what actually exists within a school. Basic steps for administrators in their efforts to develop a better school climate include review what is taking place, make changes where necessary, assess communications and receive feedback, examine motivation techniques, examine how problems are identified, examine how goals are set, compare climates, involve staff in decision making, look at climate factors, and examine the organizational structure of the school. (JEH)

ED 199 937 EA 013 580

Sphak, Harriet Radnor, Michael

Educational Research, Development, and Innovation: The Institutionalization of Change in Education.

Northwestern Univ., Evanston, Ill. Center for the Interdisciplinary Study of Science and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 79

Contract—400-76-0110

Note—1,194p.; Some figures and tables may reproduce poorly due to marginal legibility of original document.

nal document.

Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF09/PC48 Plus Postage.

Descriptors—Administrative Policy, *Educational Administration, *Educational Development, *Educational Innovation, *Educational Policy, Educational Principles, *Educational Research, Financial Support, Futures (of Society), *Interdisciplinary Approach, *Policy Formation, Systems Analysis, Systems Development

In an effort to analyze what management policies and technologies from other disciplines can be applied to the field of education, this report describes the development of an analytical framework and its use to explore implications for policy development. The present work seeks to synthesize the available literature on management policies and to apply the authors' understanding of research, development, and innovation (R/D&I) systems in general to the identification of policy issues and options for strengthening educational research and development. The volume comprises 19 chapters discussing the key generic features of an R/D&I system. Part 1 treats general features of the system, part 2 focuses on an historic overview of R/D&I development and functions, part 3 discusses R/D&I in education and identifies three aspects of educational R/D&I that have been largely neglected, and part 4 considers the state of development of R/D&I system studies as well as future goals, funding, and capacity. (Author/WD)

EC

ED 199 938 EC 132 413

Consuegra, Gerard F.

Education for the Gifted in Science and Mathematics. Revised.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—Oct 80

Note—58p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Gifted, High Schools, Junior High Schools, Mathematics, Mathematics Curriculum, *Mathematics Instruction, *Program Development, Science Curriculum, *Science Instruction, Sciences, Student Characteristics, *Teaching Methods

The paper discusses the mathematics and science education of gifted students in grades 7 through 12. Characteristics of students gifted in science and mathematics are described; identification procedures reported in the literature are reviewed including general approaches and those specific to math and science; teaching methods involving differentiation are discussed; and suggestions are listed for program design, components, and organization aspects. Among appendixes is a listing of science and mathematics materials for the gifted. (CL)

ED 199 939 EC 132 414

Feldman, David Wiseman, Donna L.

A Description of Moderately Mentally Retarded Adolescents' Responses to Written Language.

Pub Date—[80]

Note—65p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (7th, Los Angeles, CA, November 1, 1980). Print is light and may not reproduce well.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, Exceptional Child Research, *Moderate Mental Retardation, Oral Reading, *Reading, Student Attitudes, *Written Language

Reading and writing behavior of 12 moderately mentally retarded adolescents was examined. Data were collected on 11 language tasks, including drawing, reacting to print in a book, being read to, and answering questions about reading and writing. Interviews and surveys regarding attitudes toward reading and home environment were completed as well as miscue analysis of Ss' oral reading. Results indicated that Ss' reading and writing behavior could be analyzed, categorized, and measured qualitatively within a particular psycholinguistic paradigm. (Author)

ED 199 940 EC 132 415

Ellis, Donna Logue. *And Others*

Three-Dimensional LIFT Model: A Gifted-Talented High School Program.

Natchitoches Parish School Board, La.

Pub Date—80

Note—44p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, *Career Choice, *Career Education, *Career Exploration, Curriculum, *Gifted, High Schools, *Models, *Talent

A model for a high school program for gifted/talented students is presented. Career exploration is emphasized in grade 9 while career choices are narrowed from four in grade 10 to two in grade 12 with an apprenticeship in one career choice. Curriculum concentrates on communication and media in grade 9, the physical universe in grade 10, humanities in grade 11, and touchstones (philosophy, psychology, and the fine arts) in grade 12. Goals and objectives of the model are listed along with a brief description of evaluation. The bulk of the document is composed of appendixes, including sample lesson plans. (CL)

ED 199 941 EC 132 418

Haag, Kimberley. *And Others*

Common Solutions for the Uncommon Child.

Pub Date—79

Note—75p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Problems, *Classroom Techniques, Elementary Education, Hyperactivity, *Learning Disabilities, Perceptual Development, *Student Characteristics, *Teaching Methods

Fourteen profiles of students in kindergarten through grade 8 provide information on characteristic behavior of learning disabled or behavior disordered students. Characteristics are matched up with appropriate strategies from a list of 188 in the back of the book. Profiles include hyperactive, withdrawn, clumsy, friendless, bewildered, and auditorially impaired students. Among strategies listed are having the child sit in the front of the room near the teacher, shortening assignments, and giving the student a place keeper for reading work. (CL)

ED 199 942 EC 132 419

Project Sunrise: Handicapped Children's Early Education Program: Third Year Demonstration.

Final Report, July 1, 1979-June 30, 1980.

Eastern Montana Coll., Billings. Inst. for Rehabilitative Service.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—444AH70256

Pub Date—Jun 80

Grant—G007700884

Note—75p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Demonstration Programs, *Disabilities, *Early Childhood Education, Handicap Identification, Home Programs, *Program Evaluation, *Rural Areas, Staff Development

Identifiers—Montana, Project Sunrise

Final year achievements of a 3 year federally funded early education program for handicapped children in rural Montana are recounted. Noted are personnel aspects of the project, staff development activities and responses, objectives of technical assistance, child find data, and dissemination and demonstration activities. A section on program evaluation reviews problems encountered in the evaluation process. Results of intervention are reported for 20 children, including that 95% of them demonstrated gains over the anticipated rate of growth in at least four developmental areas. Eleven major project objectives are listed in terms of procedure, outcome, and evaluation. (CL)

ED 199 943 EC 132 420

Schwartz, Geraldine. *And Others*

The Use of "Rest" (Restricted Environmental Stimulation Therapy) as a Therapeutic Treatment Model for the Autistic Child: A Pilot Study.

Pub Date—Jul 80

Note—24p.; Paper presented at the Annual Convention of the International Council of Psychologists (38th, Bergen, Norway, July, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Autism, *Behavior Patterns, Elementary Education, *Environmental Influences, Exceptional Child Research, *Learning, *Stimulation, Stimuli

The use of Restricted Environmental Stimulation Therapy (REST) as a treatment procedure was evaluated with eight autistic children of two age groups: 6 to 8 years and 9 to 11 years. The stimulation of the environment was reduced to a minimum for 48 hours. Psychological assessment was performed as well as measures of Ss' learning rates on discrimination tasks and behavior ratings. Preliminary results indicated that stimulus restriction did not appear to be aversive for autistic children. (CL)

ED 199 944 EC 132 421

Schwartz, Geraldine

A Model for the Delivery of Service to Children with Learning Disabilities: A Growing International Problem.

Pub Date—Jul 80

Note—12p.; Paper presented at the Annual Convention of the International Council of Psychologists (38th, Bergen, Norway, July, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, Elementary Secondary Education, Environmental Influences, Foreign Countries, Intervention, *Learning Disabilities, *Models

Identifiers—British Columbia

The author describes a psychoeducational model of services for learning disability (LD) students using the British Columbia public school system. The influence of biosocial and environmental factors such as pollution and use of obstetric medication which contribute to increasing numbers of LD students are discussed. Referral, individualized prescriptions for learning, and followup activities of a learning clinic program are described. (CL)

ED 199 945 EC 132 422

Mire, Kathryn

For Parents Only: Learning Packets to Aid Understanding of Specific Learning Disabilities and Parental Rights.

Pub Date—Jul 80

Note—93p.; Practicum III submitted to the Faculty of Early Childhood Education Program in Candidacy for the Degree of Doctor of Education, Nova University.

Pub Type—Reports - Descriptive (141) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Civil Liberties, Definitions, Junior High Schools, *Learning Disabilities, Middle Schools, *Parent Education, Parent Participation, *Parent Role

Identifiers—*Parent Materials

A packet for parents of middle school children with specific learning disabilities (SLD) was developed and field tested with 54 parents and teachers. The packet consisted of two booklets in question and answer form explaining SLD, reviewing specific terms used to describe the condition, and discussing parent rights (including in the development of individualized education programs). Responses indicated a favorable reaction toward the packet and underlined the need for printed material covering the subject matter in a general way for parents. The packet is appended. (CL)

ED 199 946 EC 132 423

Issues of Common Concern: A Report of the HCEEP Minority Leadership Workshop.

North Carolina Univ., Chapel Hill. Technical Assistance Development System; Washington Univ., Seattle. Western States Technical Assistance Resource.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—May 79

Contract—300-77-0508

Note—68p.; Minority Leadership Workshop (Arlington, VA, May 21-23, 1980).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, Early Childhood Education, Federal Programs, Minority Groups, *Minority Group Teachers, *Program Development, Workshops

Identifiers—*Handicapped Childrens Early Education Program

The document summarizes discussions and presentations of a 1979 workshop to examine minority

leadership aspects of the federally funded Handicapped Children's Early Education Program (HCEEP). The following 11 titles and presenters are included: "Insights into the Leadership Role" (J. Birkhead); "Managing the Development of an Educational Model" (D. Rostetter, et al.); "Personnel Management/Communication and Problem Solving Skills" (B. Richardson, T. Wiley); "Program Planning and Review Procedures/Record Keeping" (H. Hankerson); "Fiscal Management" (L. Fitts, T. Black); "Personnel Management/Communication and Problem Solving Skills" (P. Chinn); "Liaison with Other Agencies" (S. Furuno); "BEH and Early Childhood Education" (M. Semmes); "Early Education of the Handicapped: The Ecology of the Professional Field" (E. Jackson); "Federal Legislation and Funding Sources" (J. DeWeerd, et al.); and "Synthesis of Issues" (M. Gaashtel). Information on workshop evaluation is followed by six appendixes, including a list of recommendations generated by the participants. (CL)

ED 199 947 EC 132 428

Stulac, Joseph F., II. *Olive, John*

Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.

Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.

Pub Date—30 Jun 80

Note—257p.; A part of Project SECT. For related documents, see EC 123 248-251.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Competence, *Disabilities, Evaluation Methods, Exceptional Child Research, *Skills, *Speech Therapy, Test Validity, *Therapists

Thirty-three speech-language pathologists (SLPs) were interviewed and observed by two teams of evaluators using a generic teacher performance assessment instrument. Interviews and therapy observations were recorded on videotape and all Ss were rated on their overall demonstration of competence by a panel of practitioners and teacher educators. As an external criterion measure the rankings of the panel and the classifications of the SLPs were compared to the ratings from two performance assessment instruments. Those items that were positively and significantly related to the external criterion were considered valid and formed the revised instrument. The Special Education Competencies for Teaching was found to have content, construct, and concurrent validity. (Author/CL)

ED 199 948 EC 132 430

Wheeler, Linda. *Finley, Mary Jane*

Hearing Resource Program, 1979-1980. Report

No. 33:10/79/80:003.

Phoenix Union High School District, Ariz.

Pub Date—80

Note—48p.; Print is variable. Best copy available.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjustment (to Environment), *Hearing Impairments, High Schools, *Mainstreaming, Program Descriptions, *Resource Room Programs

Identifiers—Arizona (Phoenix)

The report describes the Hearing Resource Program at Phoenix (AZ) Union High School District 210, a resource program serving 72 hearing impaired high school students as well as screening incoming freshmen for hearing loss. The program goal was to enable the students to complete their required classes successfully and graduate from high school. Additional goals included developing social skills and increasing receptive and expressive language through lipreading and speech development. Surveys of students, staff, classroom teachers, and parents showed that Ss' study habits and school work improved as a result of the program. Most groups also felt that Ss showed increased self confidence. Recommendations include improving existing facilities. (Author/CL)

ED 199 949 EC 132 435

Hansen, Cheryl L., Ed. Haring, Norris G., Ed.

Expanding Opportunities: Vocational Education for the Handicapped.

Washington Univ., Seattle.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, D.C. Div. of Innovation and Development.

Pub Date—Oct 80

Contract—300-79-0062

Note—180p.

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Programs, *Employment, Employment Opportunities, Job Placement, Job Skills, Models, *Severe Disabilities, *Severe Mental Retardation, Sheltered Workshops, Social Attitudes, *Vocational Education, *Vocational Rehabilitation

Seven papers examine issues in vocational education for the moderately to severely handicapped. The first paper, "Introduction: Perspectives on Vocational Education" and "Rehabilitation for the Handicapped" by C. Hansen and N. Haring sets out terms and definitions and provides an overview for the text. C. Hansen's second paper, "A History of Vocational Rehabilitation of the Handicapped" traces society's perceptions of the handicapped, showing effects of legislation on social practice. In "Vocational Programming for the Severe and Profound in the Public Schools," A. Lynch and T. Singer review assessment and programing steps and describe a model program. S. Levy points out "The Debilitating Effects of the Habilitation Process," specifying the inadequacy of the sheltered workshop system. K. Larson and J. Edwards describe a model program in "Community Based Vocational Training and Placement for the Severely Handicapped," while J. Alper and S. Alper review the effects of reduced staff expectation in "Issues in Community-Based Vocational Programming: Institutionalization of Staff." In the final paper, "Toward Competitive Employment for Moderately and Severely Retarded Individuals," P. Wehman presents a model for employment in nonsheltered settings. (CL)

ED 199 950 EC 132 436

Dragan, Cornelius B.

Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement.

Pub Date—Apr 80

Note—142p.; Ph.D. Dissertation, Walden University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Academic Aptitude, *Behavior Patterns, Elementary Secondary Education, Exceptional Child Research, *Mild Mental Retardation, *Predictive Measurement, Reading Achievement, Standardized Tests, *Student Behavior, *Success

Behaviors important to success of students enrolled in programs for the educable mentally retarded were investigated with 30 Ss. Hypotheses stated that those behaviors described by the Fourteen Persistent Life Problems (PLPs) and deemed important to academic success of the EMR would correlate significantly with standardized measures of reading achievement and learning potential. The methodology consisted of having six teachers rate each student in terms of degree of deficit for each of the areas defined by the 14 PLPs. A structured, focused interview technique was employed whereby the teacher of each child provided a numerical response on a scale of one to five based upon the developmental expectations for age levels for that child. To establish the importance of student behaviors, six teachers ranked the 14 PLPs in terms of their relative importance to the curriculum as they were presenting it. The combined rankings were compared with the impressions of groups of six administrators and six teachers of students in the regular programs. Results indicated that "communication of ideas verbally and in writing," as well as "communication of ideas through reading," were perceived as being important by each of the three groups. Case study techniques were employed to investigate predictive aspects of the study. Mainstreamed children who had met with success in the special education program were studied in terms of their degree of success in the regular program. Both hypotheses were rejected. (Author/SB)

ED 199 951 EC 132 437

Wilcox, R. K. Garlich, Roger A.

Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report.

July 1, 1976 through June 30, 1979.

Children's Therapy Center of Pettis County, Inc., Sedalia, Mo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—444BH80017

Pub Date—Jun 79

Grant—G007701815

Note—148p.; Occasional marginal legibility. Photographs will not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Delivery Systems, *Disabilities, *Extension Education, Models, *Outreach Programs, Preschool Education, Program Descriptions, *Rural Education

Identifiers—Missouri

The document contains the final performance report of an outreach project designed to stimulate and develop increased specialized services for children, 0 to 4 years old, who have handicaps and who reside in the rural counties of Missouri and to demonstrate the efficacy of utilizing a state university extension service as a model of outreach delivery strategy. Activities are results pertaining to the project goals are outlined in a performance report section. Another section of the report summarizes, in table form, the goals and accomplishments of the project, which included coordination of already existing vendors and providers of services to handicapped children, identification of funding resources to assure a continuum of quality programs to young handicapped children, and development of the University of Missouri Extension System as an effective outreach delivery strategy. Appended materials consist of state agencies' memos, information sheets on target sites, data on parent involvement, and correspondence providing general documentation. (SB)

ED 199 952 EC 132 440

Jones, Ron

We Killed Them: Trials and Tribulations of a Special Olympic Basketball Team.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

Pub Date—Nov 80

Note—16p.

Available from—AAHPERD, 1900 Association Dr., Reston, VA 22091 (\$2.00, Stock No. 245-26858).

Journal Cit—Practical Pointers; v4 n6 Nov 1980
Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Athletics, *Basketball, *Competition, *Mental Retardation

Identifiers—*Special Olympics

The coach of a basketball team recounts the experiences encountered by his team in the California Special Olympics Basketball Tournament. Three days in the team's life are traced from the time the team boards the plane to Los Angeles, through initial defeat, to victory in the fourth game and winning third place medals. (SB)

ED 199 953 EC 132 441

Proceedings of a National Multicultural Seminar on Mental Retardation among Minority Disadvantaged Populations (Norfolk, Virginia, October 10-12, 1977).

President's Committee on Mental Retardation, Washington, D.C.

Pub Date—79

Note—124p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Blacks, Civil Liberties, College Role, Community Services, Delivery Systems, *Disadvantaged Youth, Environmental Influences, Etiology, Genetics, Geriatrics, Health, Intelligence, Mental Health, *Mental Retardation, *Minority Groups, Nature Nurture Controversy, Outreach Programs, Prevention, Public Policy, Puerto Ricans

The National Multicultural Seminar on Mental Retardation among Minority Disadvantaged Populations was initiated in response to concern about the root causes of mental retardation especially in mild forms which tend to be more prevalent and more devastating among persons living in depressed, disrupted, and impoverished environments. Nineteen papers from the seminar are provided: "The Issues of Human Rights and Human Services" (W. Robertson); "Prevention of Environmental Causes" (M. Ruiz); "Remarks Made" (C. Kimber); "The Gerontological Aspects of Mental Retardation among Minority Disadvantaged Population" (P. Chang); "Overview and Current Status of the Gerontological Aspects of Mental Retardation" (P. Grob); "The Functions of Community Ser-

vices Administration" (W. Allison); "Towards Understanding the Need for Minority Participation in the Developmental Disabilities Movement: The Nationwide Study" (B. Morgan); "Reaching the Low-Income Mentally Retarded Consumer" (E. Long); "The Stop Organization Outreach Model" (W. Orton); "The Norfolk State College Model for Service Delivery to Minority Disadvantaged Populations" (R. Woods); "Genetic Studies in the Tidewater Area" (P. Bibbins, Jr.); "Genetics or Environment: Black Intelligence and Attaining our Potential" (B. Bibbins); "The Role of the Predominantly Black College in the Educational Process" (H. Wilson); "The Role of American Colleges and Universities with a Black Heritage" (B. Bulter); "Health Issues Relevant to Mental Retardation in a Multicultural Society" (T. Evans); "Mental Retardation and Mental Health Issues" (R. Sanchez); "The Inter-Relationship Between Mental Health and Mental Retardation" (T. Johnson, Jr.); "Policy Implications for Minority Retarded Citizens" (W. Harris); and "Possible Causes of Mental Retardation in Puerto Rico: An Island's Challenge" (R. Moran). A summary report titled "Report to the President's Committee on Mental Retardation" by A. Buchmueller concludes the document. (SB)

ED 199 954 EC 132 442

Dalke, Bruce And Others

Training Systems for Institutions. Teaching Research, Vol. IX, No. 1.

Teaching Research Infant and Child Center, Monmouth, Oreg.

Pub Date—Aug 80

Note—9p.

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Demonstration Programs, *Disabilities, Elementary Secondary Education, Models, Preschool Education, *Professional Training, *Severe Disabilities, *Staff Development

The newsletter describes the staff and training activities of the Teaching Research Infant and Child Center which consists of two national model centers—Early Education for the Handicapped Model and a Severely Handicapped Education Model. It is reported that staff training procedures developed at the Boulder (Montana) River School and Hospital resulted in a set of 11 basic institution staff training procedures which include provision for the scheduling and training of staff which are new to a cultural unit before they join that unit and requirement of administrative staff to participate in the demonstration center training. Reported is replication and expansion of the training model at two facilities, Fairview Training Center (Salem, Oregon) and Eastern Oregon Training Center (Pendleton, Oregon). (SB)

ED 199 955 EC 132 443

Arnoff, Steven

Pawtucket School Department's 1979-1980 Title IV-C, Adaptive and Corrective Program of Physical Education. Final Evaluation Report.

Educational Consulting Services, North Providence, R.I.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—15 Jul 80

Note—81p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adapted Physical Education, Curriculum Design, Handicap Identification, Health Education, Individualized Education Programs, *Learning Disabilities, Peer Teaching, *Physical Disabilities, Program Descriptions, Program Evaluation, Secondary Education, *Special Health Problems

Identifiers—*Adaptive and Corrective Program Physical Education

The Adaptive and Corrective Program of Physical Education (ACPPE) of Pawtucket, Rhode Island, was developed for the identification, medical diagnosis, and prescriptive treatment of students who have disabilities that preclude their participation in the schools' required physical education (PE) activities. The ACPPE served high school students are identified under five categories: orthopedic-skeletal deformities, respiratory-breathing complications, sensory-nerve problems, learning handicaps, and other conditions. The ACPPE curriculum comprised four elements—medical diagnostic and prescriptive screening, a program of modified and remedial PE activities, a health and nutrition pro-

gram, and individualized instruction with peer student assistance. The program was evaluated in terms of the four program objectives. Evaluation questions were asked regarding assessment of program activities, project impact, communications, information gathering, cooperation/collaboration, and additional assessment of program activities concerns. The ACCPE designed and delivered a program of modified physical education activities to meet students' needs in accordance with the individualized education program data base developed for each of the participants. Evidence for the statistical and educational significance of the program's activities as well as the benefits that the student participants received was produced. Appendixes include a program introductory letter and program activities recommendation form. (SB)

ED 199 956 EC 132 444

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts.

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education. Spons Agency—Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented. Pub Date—80

Note—198p.; For related information, see EC 132 882.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Art, Creative Writing, Curriculum, Dance, Drama, Elementary Secondary Education, *Models, Music, Program Descriptions, *Program Development, Program Evaluation, *Special Programs, *Talent, *Talent Identification, Visual Arts

Identifiers—Connecticut

Intended for professional personnel involved in the education of artistically talented students, the document presents a rationale; a selection of the most appropriate identification practices and options that involve professional resource people and school personnel; appropriate curriculum and instructional strategies for talented students at all grade levels; models for evaluation; resource suggestions; and an index of programs in and out of Connecticut, and summaries of selected programs. A rationale for special programs for artistically talented students is presented by C. Rosenstone, a consultant for New Haven's Office of Cultural Affairs. Part II (by J. Undercoffer) offers an analysis of the components of artistic talent and behaviors manifested in visual arts, music, creative writing, dance and drama; as well as guidelines for school personnel on a plan for setting up an identification process for both developed and potential talent in the arts. Three programs' descriptions illustrate identification procedures and demonstrate implementation of guidelines: Educational Center for the Arts, Talent Search and Development, and Center for Creative Youth. A Third part consists of a list of guidelines for designing and developing programs for the artistically talented. Part IV is divided into two sections—one with a narrative on elementary programs (by J. Schmidt) and the other on secondary programs (by F. Bennett and T. Reid) for the artistically talented. Programs covered include the CREST Program in Lebanon, the SAGE program in Mansfield, the Norwalk Program for the Artistically Talented, the Creative Arts in Education program of the O'Neill Theater Center, Talent Search and Development, the Education Center for the Arts, and the Center for Creative Youth. In Part V, E. O'Connor and S. Esdaile discuss two models for program evaluation. A final part contains a bibliography of reference materials on the artistically talented. Appended are a collection of sample forms from existing programs; an index of all programs reviewed by the Task Force, complete with contact person, addresses, and telephone numbers; and abstracts of additional sample programs in and out of Connecticut. (SB)

ED 199 957 EC 132 447

Parent-Infant Early Education Program, Central Institute for the Deaf, St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979.

Central Inst. for the Deaf, St. Louis, Mo. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—444BH90078

Pub Date—79

Grant—G007802450

Note—124p.; Print may be poor in parts.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Deafness, Early Childhood Education, Infants, Information Dissemination, Outreach Programs, *Parent Education, *Program Evaluation

Identifiers—*Parent Infant Early Education Program

The document contains the final report of the Central Institute for the Deaf Parent-Infant Early Education Program in three major areas—continuation/outreach, replication, and evaluation. A description of activities and statistics are outlined for procedures carried out under each of the three areas. Noted among products are the following: a videotape on teenagers with hearing impairments, a module to promote parent growth through groups, a parent inventory, and dissemination packages. It is concluded that national awareness was successfully achieved. Appendixes, which make up the bulk of the report, include parent-infant program demographic data and progress reports, a 1978-1979 yearly report on the nursery classes of the parent-infant program, correspondence, new listings information on and a sample copy of the parent inventory, and sample training evaluation forms. (SB)

ED 199 958 EC 132 448

Swartz, Stanley L. Benjamin, Candice. Childhood Depression and Hyperactivity.

Pub Date—80

Note—23p.; Paper presented at the Annual Conference on Severe Behavior Disorders of Children and Youth (4th, November, 1980).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, *Attention, Children, *Depression (Psychology), *Emotional Disturbances, Exceptional Child Research, *Hyperactivity

The paper reviews the research literature and reports a study designed to investigate the relationship between hyperactivity, the related disorders of aggressivity and inattentiveness, and childhood depression in a sample of 18 severely emotionally disturbed boys (5 to 13 years old) served by a residential school and treatment center. Results indicated that there is a positive correlation between hyperactivity and depression. That such a relationship exists is seen to suggest a greater complexity for the professional in dealing with hyperactive and depressive states that may be exhibited in severely disturbed children. Implications for educational programming and therapy are discussed. (Author)

ED 199 959 EC 132 449

The Disabled College Freshman.

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date—[79]

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, *Age, *Career Planning, *College Freshmen, *Disabilities, Higher Education, Physical Disabilities, Surveys

The booklet reports results of a survey of college freshmen regarding their disabilities. Data compares responses of handicapped students with responses of all 1978 college freshmen participating in the survey. Data is divided into six areas: age, preparation for college, admissions experience, funding sources, academic aspirations, and career aspirations. Among findings are that a higher percentage of handicapped students indicated an expectation for remedial work; handicapped freshmen were more interested in the sciences, but less interested in business and education than the national norm; and a lower percentage of handicapped freshmen indicated that they had completed a college preparatory program. (CL)

ED 199 960 EC 132 450

Zelinger, Laurie E. Teitelbaum

Approaches to Children in the Mainstreaming Process: A Psychological and Administrative Perspective.

Pub Date—80

Note—11p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (13th, Washington, DC, April 19, 1980). Print may be marginal in parts.

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Disabilities, Institutions, *Mainstreaming, Peer Acceptance, *Psychologists, Role Perception, *Student Evaluation

The changing role of the psychologist in an institution for handicapped children is discussed. Adaptation of tests, selection of instruments, and the importance of interview techniques are considered in a section on assessment. Programing aspects, including dealing with stereotyping behaviors and self abuse and helping teachers locate resources, are examined. The psychologist's role in enhancing the acceptance of handicapped children by their peers is also addressed. (CL)

ED 199 961 EC 132 451

Denton, Drew

Project IMPACT: A Case Study in Gifted Education.

Pub Date—80

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Role, Elementary Education, *Gifted, Program Costs, Program Descriptions, *Program Development, *Talent Identification

Identifiers—North Dakota (Grand Forks), *Project IMPACT

Project IMPACT, a joint effort by public and private schools in Grand Forks (ND) to provide services to gifted elementary students, is described. Four project objectives are identified: to combine educational resources of public and private schools; to provide workshops and resources for teachers; to identify teachers suitable for teaching minicourses to gifted children; and to identify gifted children and provide a set of unique learning experiences. Fifty children were identified for the pilot project. Community involvement is recounted, and project costs are reviewed. Results of four evaluation instruments (the Arlin-Hills Student Attitude Inventory, the Wide Range Achievement Test, the Williams Exercise, and the Slosson Intelligence Test) are briefly noted. (CL)

ED 199 962 EC 132 452

Rotatori, Anthony F. And Others

Validation of a Weight Reduction Treatment Package for the Retarded.

Pub Date—Sep 80

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Body Weight, Exceptional Child Research, *Intervention, *Mild Mental Retardation, *Moderate Mental Retardation, *Program Effectiveness, *Self Control

Five studies are reviewed which indicated the effectiveness on weight loss by mentally retarded persons of a treatment program stressing self control. The intervention included procedures which increased the dieter's self awareness of overeating behavior patterns and body weight, reduced food cues, reduced eating rates, increased activity level and reduced calorie intake. Ss were required to keep a record of the food they ate, their body weight, and a subjective appraisal of their adherence to the program. Studies included mildly and moderately retarded persons and substantiated the behavioral weight reduction approach. The dieters continued to lose weight during a planned maintenance phase, and in three of five studies, beyond that point. (CL)

ED 199 963 EC 132 453

Baca, Leonard

Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency.

Council for Exceptional Children, Reston, Va. Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—Dec 80

Grant—G007702411

Note—58p.; A part of the Policy Options Project. Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, *Court Litigation, *Disabilities, *Educational Policy, Elementary Secondary Education, English (Second Language), Equal Education, *Federal Legislation, History, Program Costs, Program Development, Screening Tests, Student Evaluation, Teacher Education, Teaching Skills
Identifiers—*Limited English Speaking

The report analyzes policy issues in the education of bilingual exceptional students. Chapter 1 provides a historical review of the question, including overviews of litigation and legislation and findings regarding the effectiveness of bilingual education. Significant issues are considered in Chapter 2, including programmatic options, removable barriers, specially designed instruction, program costs, teacher competencies, needed changes in teacher programs, and parental involvement. Current practices in the state of Massachusetts and in the Waukegan (Illinois) public schools are cited. The final chapter lists six current requirements for serving bilingual handicapped students and notes policy options (with potential positive and negative effects) for 19 aspects, including screening, bilingual advocacy, establishment of primary need, parent and community involvement, accessibility, minimum services, and inservice training. (CL)

ED 199 964 EC 132 454

Barresi, Josephine G. And Others

A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development.

Council for Exceptional Children, Reston, Va. Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—Jun 80

Grant—G007702411

Note—21p.; A Part of the Policy Options Project. Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age, *Disabilities, Educational Policy, *Eligibility, *Postsecondary Education, *Preschool Education, *State Legislation, State Standards

Analyses of state policy regarding the impact of age provisions of P.L. 94-142, the Education for All Handicapped Children Act, on eligibility at preschool and postschool levels were conducted. Changes were found (compared to a 1973 survey) in 28 states, including 10 states with expanded eligibility and 18 with narrowed eligibility statutes. The majority of changes indicated a negative trend in state policies supporting programs at both the older and younger age ranges. Tables list the major findings, identifying states that have lowered and raised their statutory minimum and maximum ages. Also included is a chart listing ages of eligibility specified in regulations and state plans. Among policy issues raised is the need to examine levels of policy operating within states and reasons behind state policy changes in eligibility ages. (CL)

ED 199 965 EC 132 455

Oversight on Education for All Handicapped Children Act, 1979. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Session on Oversight on Public Law 94-142, Education of All Handicapped Children Act (July 19, 26, and 31; October 1, 3, and 10, 1979).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—80

Note—1,220p.; A large portion of the document is marginally legible.

Pub Type—Collected Works - Proceedings (021) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF09 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, Elementary Secondary Education, *Federal Legislation, Hearings, Labeling (of Persons), Mainstreaming, Parent Role, Preschool Education, Program Development, State of the Art Reviews, Teaching Skills, Vocational Education

Identifiers—Congress 96th, *Education for All Handicapped Children Act

The proceedings from the 1979 Senate Oversight Hearings on P.L. 94-142 (the Education for All Handicapped Children Act) include over 70 statements from teachers, parents, administrators, and state department officials. Additional articles and publications appended include information on such

topics as competencies for mainstream teachers, effects of labeling, preschool programming, and vocational education. Witnesses' responses to questions from three senators are also provided. (CL)

ED 199 966 EC 132 456

Oversight on Programs for the Deaf and Hearing Impaired, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on to Examine Current Problems and Programs of the Deaf and Hearing Impaired, and to Explore Future Technological Developments Designed to Handle Their Problems.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—6 Feb 80

Note—243p.; Some pages are marginally legible.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accessibility (for Disabled), Deafness, Elementary Secondary Education, Employment, Federal Legislation, *Federal Programs, Hearing (Physiology), *Hearing Impairments, Multiple Disabilities, Professional Associations, State of the Art Reviews, *Technology, Vocational Education

Identifiers—Congress 96th

The 1980 Senate hearing focuses on federal programs for deaf and hearing impaired students. Thirteen prepared statements are presented from representatives of federal agencies (National Institute of Handicapped Research, Department of Education, and National Institute of Health); private associations (the Convention of American Instructors of the Deaf, American Speech-Language-Hearing Association, Alexander Graham Bell Association of the Deaf, Consumers Organization for the Hearing Impaired, Inc., and National Information Center for Quiet); and Gallaudet College. Statements touch on such issues as technology; hearing aid improvement; programs for the research and training centers; interpreter training; federal expenditures; vocational training; independent living; captioning; the impact of P.L. 94-142 (the Education for All Handicapped Children Act); multihandicapped hearing impaired students; accessibility; oral interpreting; and directions for future research. (CL)

ED 199 967 EC 132 457

Oversight on Education for All Handicapped Children Act, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on Oversight on Public Law 94-142, Education for All Handicapped Children Act.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date—3 Mar 80

Note—160p.; Some pages are marginally legible.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Problems, Agency Cooperation, Ancillary School Services, *Compliance (Legal), Coordination, *Disabilities, Elementary Secondary Education, Federal Legislation, Gifted, Hearings, Program Costs, Special Education, Student Costs

Identifiers—Congress 96th, *Education for All Handicapped Children Act

The Senate oversight hearings on P.L. 94-142, the Education for All Handicapped Children Act, features statements by personnel representing the California State Department of Education, the Chief State School Officers, the National Association of State Directors of Special Education, and the Council for Exceptional Children. Questions from the committee senators to the representatives are presented along with the responses. Among issues addressed are the need for clarification on plan approval, related services and complaint procedures; inadequate funding; interagency coordination; private schools; personnel development; child count; extended school year; the individualized education program; American Indian and Alaska native handicapped children; gifted and talented education; the importance of early childhood education; and the role of special education in the adult education system. (CL)

ED 199 968 EC 132 458

Rainey, Nancy S. Maxwell, Jan

A Common Sense Communication Almanac: A Guide for Regular and Exceptional Educators Who Work with Exceptional Children.

Orange County Public Schools, Orlando, Fla.

Pub Date—[79]

Note—35p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communication Skills, *Disabilities, Elementary Secondary Education, Guidelines, *Mainstreaming, Motivation, Student Attitudes
Guidelines are offered to increase communication between regular and special educators. Suggestions are listed for the following topics (whose first letters spell "communicate"): credibility, organization, motivator, model, understanding, nurture, include, cooperate, attitude, together, and enthusiasm. Approximately half of the document is made up of appended materials, including concrete ideas for teachers regarding public relations, 65 phrases for verbal praise, fables for motivation, a glossary of educational terms and definitions, and a list of children's books teaching nonhandicapped children about their handicapped peers. (CL)

ED 199 969 EC 132 459

Davis, Sharon A.

P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations.

Council for Exceptional Children, Reston, Va. Spons Agency—Office of Special Education (ED), Washington, D.C.

Bureau No.—451AH80496

Pub Date—Jul 80

Grant—G007801900

Note—17p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), *Disabilities, Elementary Secondary Education, *Inservice Education, Inservice Teacher Education, *Needs Assessment, *Professional Associations, Professional Development

Identifiers—Education for All Handicapped Children Act

Nine national education associations were surveyed about inservice training needs assessment and types of training to assist in the implementation of P.L. 94-142, the Education for All Handicapped Children Act. Each association's inservice programs and needs are summarized: the American Association of School Administrators, American Federation of Teachers, National Association of Elementary School Principals, National Association of State Boards of Education, National Education Association, National School Boards Association, National Association of State Directors of Special Education, and the Council for Exceptional Children. A concluding summary indicates four needs assessment techniques: analysis of existing records, use of surveys, collection of others' opinions, and observation and intervention. Among training needs reported were development of individualized educational programs, requirements of the law, and instructional techniques for working with children in the least restrictive environment. Publications related to P.L. 94-142, inservice workshops, and audiovisual materials were the most frequently mentioned type of inservice training assistance provided to association members. (CL)

ED 199 970 EC 132 472

Pyeche, John N. And Others

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume I: Executive Summary. Final Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Bureau No.—RTI/1544/-19-F

Pub Date—Oct 80

Contract—300-77-0529

Note—21p.; For related documents, see EC 132 473-478.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), *Disabilities, Elementary Secondary Education, Exceptional Child Research, *Individualized Education Programs, National Surveys, State of the Art Reviews

The first of seven volumes on a national survey of individualized education programs (IEPs) for handicapped children presents an overview of the research and a summary of the findings. Four basic objectives of the study are outlined: to identify factors associated with variations in the properties and contents of IEPs; to describe the target population, the type of special education services provided, and the process whereby IEPs are developed; to evaluate changes from one year to the next in significant aspects of the IEPs; and to examine the extent to which services provided coincide with those specified in the IEPs. Among findings from analysis of 2,657 IEPs in public schools and IEPs of 550 students in state/special facilities were that IEPs were in place for most handicapped students in the 1978-79 school year and that most of the IEPs contained the majority of the required elements; that IEPs had an average length of nearly five pages; that proposed evaluation criteria and a statement of the extent of participation in regular education were the mandated information areas included least frequently in IEPs; and that of the 96% of basic survey Ss who were enrolled in regular schools, only about 1% received all of their special education services in the regular classroom. The findings further indicated an increase in the average number of pages in an IEP, more short term objectives, and an improvement in the internal consistency of IEPs from the first to the second year. (CL)

ED 199 971 EC 132 473

Pyecha, John N. And Others

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume II: Introduction, Methodology, and Instrumentation. Final Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Bureau No.—RTI/1544/-19-F

Pub Date—Oct 80

Contract—300-77-0529

Note—346p; For related documents, see EC 132 472-478.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Compliance (Legal), *Disabilities, Elementary Secondary Education, *Evaluation Methods, Exceptional Child Research, *Individualized Education Programs, National Surveys, Research Design, Research Methodology

The second of seven volumes reporting results of a national survey of individualized education programs (IEPs) covers the study's methodology and instrumentation. Introductory sections review the background, objectives, and design related activities of the project. Three aspects of the study are noted: the basic survey (analysis of IEPs for 2,657 public schools); the state/special facility substudy (analysis of IEPs of 550 students in state/special facilities); and the retrospective longitudinal study (analysis of changes in IEPs over a two year period). The next two chapters present information on sampling procedures and a description of study instrumentation, including the following: IEP evaluation checklist, student characteristics questionnaire, school district characteristics questionnaire, and state/special facility characteristics questionnaire. The final two chapters review data collection and data analysis procedures. Sixteen appendixes include sample instrumentation forms and correspondence. (CL)

ED 199 972 EC 132 474

Pyecha, John N. And Others

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume III: Basic Survey Findings. Final Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Bureau No.—RTI/1544/-19-F

Pub Date—Oct 80

Contract—300-77-0529

Note—328p; For related documents, see EC 132 472-478.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Ancillary School Services, *Compliance (Legal), *Disabilities, Elementary Secondary Education, Exceptional Child Research, *Individualized Education Programs, National

Surveys

In the third of seven volumes on a national survey of individualized education programs (IEPs) for handicapped children, research findings are summarized. Findings are organized according to 10 basic study questions and touch on the following topics: basic content of IEPs, personnel involved in developing and approving IEPs, special education and related services specified in IEPs, the informativeness and internal consistency of IEPs, and service settings for special services. Among major findings are that 95% of the nearly 3 million handicapped students in public schools had IEPs; slightly more than one third of the IEPs contained all of the 11 information items required by the Act; a wide range of school personnel were involved in the development and approval of IEPs; and that based on a global view of the IEP document, about 40% of the IEPs were informative and internally consistent. Extensive appendixes present supporting data for each of the research questions. (CL)

ED 199 973 EC 132 475

Cox, J. Lamarr Pyecha, John N.

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume IV: Retrospective Longitudinal Substudy Findings. Final Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Bureau No.—RTI/1544/-19-F

Pub Date—Oct 80

Contract—300-77-0529

Note—129p; For related documents, see EC 132 472-478.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Ancillary School Services, Compliance (Legal), *Disabilities, Elementary Secondary Education, *Individualized Education Programs, National Surveys, *Program Evaluation

The fourth in a series of seven volumes detailing findings from a national survey of individualized education programs (IEPs) for handicapped children discusses the background and purpose of a substudy focusing on change in IEPs and related factors from the 1977-78 school year to the 1978-79 school year. Two levels of the substudy are examined: change from the prior to the current year in the IEPs and the IEP process; and the extent to which special education services actually provided to handicapped students were similar to those services specified in the IEPs. Changes are noted in the formats and other basic requirements, the kinds of information IEPs contained and method of presentation, personnel involved, types of special education and related services, internal consistency and informativeness in IEPs, and in service settings. Findings from the second level of the substudy are reported, including the degree of parents' familiarity with their children's IEPs. Among major findings are that there were improvements over the year in specificity of information in IEPs, and a definite increase in the participation of related services personnel (in the public schools, but not in private schools). There was very close agreement between the actual special education programs and the programs specified in the IEPs. (CL)

ED 199 974 EC 132 476

Pyecha, John N. And Others

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume V: State/Special Facility Substudy Findings. Final Report

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Bureau No.—RTI/1544/-19-F

Pub Date—Oct 80

Contract—300-77-0529

Note—241p; For related documents, see EC 132 472-478.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Compliance (Legal), *Disabilities, Elementary Secondary Education, *Individualized Education Programs, National Surveys, *Special Schools, *State Schools

The fifth of seven volumes from a national survey of individualized education programs (IEPs) for handicapped children reviews findings from a study

of IEPs from state/special facilities across the country. Findings are reported for 10 research questions, including student and facility characteristics, basic properties and content areas of IEPs, personnel involved in developing and approving IEPs, and special education and related services specified in the IEPs. Among major findings were that many state/special facility IEPs lacked informativeness and internal consistency; state/special facility IEPs had an average length of eight pages; only about one third of them contained all of the 11 information items required by P.L. 94-142, the Education for All Handicapped Children Act; parents, guardians, or surrogates participated in developing 50% of the state/special facility IEPs and signed 48% of them; and that students with severe levels of handicapping conditions may have participated more often in the development of their IEPs than students with mild levels. (CL)

ED 199 975 EC 132 477

Cox, J. Lamarr Pyecha, John N.

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children: Follow-Up Study of the IEP Development Process. Final Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Bureau No.—RTI/1544/-30-F

Pub Date—Oct 80

Contract—300-77-0529

Note—26p; For related documents, see EC 132 472-478.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role, *Compliance (Legal), *Disabilities, Elementary Secondary Education, Followup Studies, *Individualized Education Programs, Inservice Teacher Education, National Surveys, *Program Development, *Teacher Supervision

The last of a seven volume report on a national survey of individualized education programs (IEPs) for handicapped children, reviews findings from a followup study designed to identify those school district factors that contribute to the informativeness and internal consistency of IEPs. Five districts in five states selected for the followup represented small rural, medium sized suburban, small urban, and large urban areas. Onsite observations and interviews were conducted to assess 10 topics: IEP format, IEP related documents, staff training, IEP development procedure, IEP quality control process, available resources, within district variations, district philosophy regarding IEPs, effect of P.L. 94-142 (the Education for All Handicapped Children Act), and other influencing factors. Three factors (IEP format, staff training, and supervision by the district level personnel) appeared to have a significant impact on the informativeness and internal consistency of IEPs. The attitude of the district director of special education and the ability to communicate this attitude also were significant. (CL)

ED 199 976 EC 132 478

Pyecha, John N. And Others

A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Bureau No.—RTI/1544/-27-F

Pub Date—Oct 80

Contract—300-77-0529

Note—53p; For related documents, see EC 132 472-477.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Compliance (Legal), *Disabilities, Elementary Secondary Education, *Individualized Education Programs, *Migrant Children, National Surveys, Student Characteristics, Student Evaluation

As part of a seven volume study on the individualized education program (IEP) for handicapped students, the document describes a telephone survey to determine the extent to which 153 handicapped migrant children were identified in and had IEPs prepared in different schools. Information is presented in five headings: student characteristics, student assessment, development of IEPs, transmission and utilization of IEP related information, and continuity reflected in IEPs. Among conclusions drawn

are that the different schools in which handicapped migrant students enroll are not consistent in identifying and preparing the students' IEPs; IEPs are developed less frequently for handicapped migrants than for nonmigrants; and although only a small percent of the handicapped students have IEPs developed at more than one of the schools in which they enroll during an 18 month period, when multiple IEPs are prepared, they reflect general agreement in assessment results and service continuity. Detailed appendixes include a description of the survey plan and a telephone interview guide. (CL)

ED 199 977 EC 132 479

Brandis, Margaret And Others

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jan 80

Contract—300-78-0427

Note—178p; Print is poor in parts. For related documents, see EC 132 480-483.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Disabilities, *Educational Policy, Elementary Secondary Education, Individualized Education Programs, *Mainstreaming, Parent Role, *State Standards, *Student Placement

The first of a five part report on determining the least restrictive environment (LRE) placement of handicapped children summarizes findings from Annual Program Plans from 49 states and the District of Columbia for fiscal year 1978. The four purposes of the study were to obtain an overview of state policies regarding placement and related issues, to examine common policies and ambiguous areas of concern, to identify exemplary practices, and to consider reasons for variations in state policies. Among major findings are that generally, states provided little information on LRE, and where information was found it was equated with mainstreaming; the relationship between the individualized education program and placement was often unclear; and state plans varied greatly in defining steps and timeliness for the placement process. The second part of the document is devoted to a discussion of mainstreaming and LRE, placement meetings, level of specificity (handicapping condition), and sequence of meetings. Nearly half of the document is composed of appended material, including the content analysis form and classification criteria. (CL)

ED 199 978 EC 132 480

Thouvenelle, Suzanne And Others

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Mar 80

Contract—300-78-0427

Note—355p; Print is poor in parts. For related documents, see EC 132 479-483.

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Board of Education Policy, *Decision Making, *Disabilities, Educational Policy, Elementary Secondary Education, Exceptional Child Research, *Individualized Education Programs, *Mainstreaming, Parent Participation, *School Districts, *Student Placement, Student Role

In the second of a five part study on least restrictive environment (LRE) placement for handicapped students, results from onsite observations of 134 local placement team meetings concerning 96 cases are examined. Sampling procedures used to determine cases in the five states are reviewed, as are the observation form and data collection procedures. Characteristics of the local education agencies (LEAs) and the cases are detailed. Separate chapters examine findings on the following five topics (sample subtopics in parentheses): placement decision making (there was little written guidance on placement besides federal regulations, placement decisions were usually made by one or two persons rather than through a group decision making process);

LRE (the concept was not well understood and was generally perceived as mainstreaming); individualized educational programs (most IEPs were written after placement, the IEP was viewed more as an accountability mechanism than as a programming tool); parent/student involvement (parents had a high rate of attendance at placement meetings and appeared to be satisfied with the decision in the majority of cases); and contextual factors and constraints (differences between state and federal definitions of handicapping conditions created difficulties, and fiscal reimbursement formulae indirectly inhibited LRE placements). (CL)

ED 199 979 EC 132 481

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Jan 80

Contract—300-78-0427

Note—61p; For related documents, see EC 132 479-483.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Compliance (Legal), Court Judges, *Court Litigation, *Disabilities, *Due Process, Elementary Secondary Education, *Hearings, Legal Problems, Legal Responsibility, *Mainstreaming, *Student Placement

Identifiers—*Education for All Handicapped Children Act

The study examined standards applied by judges and hearing officers in deciding disputes related to the least restrictive environment (LRE) placement of handicapped children. The historical basis of the requirement is reviewed, focusing on court decisions; the requirements of P.L. 94-142, the Education for All Handicapped Children Act regarding LRE are explained, and the perspectives of judges and administrative hearing officers are discussed. Analysis of 121 placement decisions from nine states is provided, with major findings including: the overwhelming majority of decisions are from appeals by parents rather than local school systems; in most cases parents want a more restrictive (most frequently private school) placement than that recommended by the local school system; LRE is discussed in less than one half of the cases where LRE placement is ordered; and where the LRE requirement is discussed, it is equally minimally and perfunctorily handled. Eleven recommendations are made for improving hearing decisions, including a descriptive definition of the arguments for and against proposed placement, an estimate of the good faith of the party proposing the placement, and a discussion of specific conditions which need to be satisfied for moving a student into a less restrictive setting in the future. (CL)

ED 199 980 EC 132 482

Thouvenelle, Suzanne And Others

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Mar 80

Contract—300-78-0427

Note—67p; Some pages are marginally legible due to color of original. For related documents, see EC 132 479-483.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accessibility (for Disabled), Architecture, *Demonstration Programs, *Disabilities, Elementary Secondary Education, Handicap Identification, *Individualized Education Programs, *Mainstreaming, Parent Role, Program Development, Student Evaluation, *Student Placement

The fourth in a series from a study of least restrictive environment (LRE) placement for handicapped students identifies exemplary practices useful in arriving at LRE placements. Analysis of state documents and observations of 134 placement team

meetings held in five states were carried out. Noteworthy approaches are summarized for five classifications: identification and evaluation (including public awareness, screening, communication, and documentation); placement decision making (including placement team meetings, information sharing, and the individualized education program); parent/student involvement; review and evaluation; program and individual services; and architecture. Within each topic, sample forms, guidelines, and descriptions are included. (CL)

ED 199 981 EC 132 483

Thouvenelle, Suzanne And Others

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Mar 80

Contract—300-78-0427

Note—181p; Print is poor in parts. For related documents, see EC 132 479-482.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Compliance (Legal), Court Litigation, Demonstration Programs, *Disabilities, Educational Policy, Elementary Secondary Education, Individualized Education Programs, Mainstreaming, Parent Role, *School Districts, *State Boards of Education, State of the Art Reviews, *Student Placement

The final document in a series on least restrictive environment (LRE) placement for handicapped students summarizes the objectives and findings of the project. Research questions, methodology, and conclusions are reviewed from each of four research activities: state education agency analysis; local education agency analysis; legal analysis; and description of noteworthy policies and procedures observed regarding identification and evaluation, placement decision making, parent/student involvement, review and reevaluation, and program and individual services. Findings from the four activities are compiled in an analysis of standard operating procedures for LRE determination, determination of placement, ancillary activities, and contextual factors and constraints. (CL)

ED 199 982 EC 132 485

Lohmeier, Barbara And Others

Human Service Technician Project. Final Project Report, June 1978-May 1980.

Boise State Univ., Idaho.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—May 80

Grant—G007801564

Note—160p; For related document, see EC 132 486.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Competency Based Education, *Inservice Education, *Institutional Personnel, *Multiple Disabilities, *Paraprofessional Personnel, *Severe Disabilities, *Severe Mental Retardation, Staff Development, Teaching Skills

The report describes the goals and achievements of a project to develop a competency based curriculum for paraprofessionals serving severely, profoundly, and multiply handicapped persons. The development of curriculum modules in health care, special education, communication, and recreation is discussed, and field testing procedures with employees at a state institution for the mentally retarded are reviewed. Nine program objectives are listed, covering validation of competencies and modules, selection of delivery mode, development of materials/procedures for orientation, dissemination, and management. Third party evaluation results are noted for each objective. Extensive appendixes include sample forms and a paper by J. Secrist, "Statewide Inservice Training Programs for Paraprofessionals: A Selected Review." (CL)

ED 199 983 EC 132 486

Lohmeier, Barbara And Others

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals, Appendix D of Final Report.

Boise State Univ., Idaho.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date—80

Grant—G007501067

Note—158p.; For related document, see EC 132 485.

Pub Type—Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Communication Skills, *Competency Based Education, Curriculum, Daily Living Skills, Inservice Education, *Institutional Personnel, Interpersonal Competence, *Multiple Disabilities, *Paraprofessional Personnel, *Severe Disabilities, *Severe Mental Retardation, Staff Development, Teaching Skills

Competency based modules are presented for educating paraprofessionals to work with severely and multiply handicapped persons. Objectives, suggested learning activities, and performance criteria are listed for six modules (sample subtopics in parentheses): human growth and development (prenatal influences); orientation to disability and handicapping conditions (etiology, characteristics); behavior principles (shaping, accelerating, reinforcing behavior); interactive processes (interpersonal communication, positive and negative feedback); leisure programming (recreational resources, activity program planning); and client care (safety, daily care). (CL)

ED 199 984 EC 132 487

Oversight of Public Law 94-142—The Education for All Handicapped Children Act, Part I. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (September 27, October 9, 11, 16, and 24, 1979).

Congress of the U.S., Washington, D.C. House.

Pub Date—Oct 79

Note—406p.; Print in parts is marginally legible.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compliance (Legal), Costs, *Disabilities, Elementary Secondary Education, *Federal Legislation, Individualized Education Programs, Mainstreaming, *Program Implementation, Student Placement, Teacher Education Identifiers—*Education for All Handicapped Children Act

Proceedings from 1979 House of Representatives hearings on P.L. 94-142, the Education for All Handicapped Children Act, include statements and prepared statements of 36 special educators, attorneys, administrators, state level officials, parents, and representatives of professional associations. Statements examine the achievements and effects of the law, touching upon issues such as placement, personnel preparation, individualized education programs, preschool services, least restrictive environment, funding, and authorization levels. (CL)

ED 199 985 EC 132 488

Schennum, Ruth H.

A Model Demonstration Service Delivery Continuum for Preschool Handicapped Children. Final Program Performance Report, July 1, 1979-June 30, 1980.

Rhode Island Coll., Providence.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Grant—G007703070

Note—50p.; Appendixes A-J containing forms and working papers omitted due to reproduction problems.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Demonstration Programs, *Disabilities, Preschool Education, Program Descriptions, Program Effectiveness, *Program Evaluation

The final report details achievements and slip-pages of a model demonstration center which served 46 preschool handicapped children. Docu-

mented are milestones in such areas as direct and supplementary services to children (identification, evaluation); parent/family participation (large and small group meetings, individual parent participation); development of a procedure to insure longitudinal program continuity, staff development for project and district personnel and volunteers; dissemination; and evaluation (child progress, cost effectiveness, parent involvement, replication outcomes). Among other achievements noted are increased coordination between community agencies. (CL)

ED 199 986 EC 132 489

Bracken, C. Lee Garin, Mary Jo

Special Educational Needs Program (SEN). A Technical Report, FY 1978.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—1 Jul 78

Note—223p.; Print is marginal in parts.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Demonstration Programs, *Disabilities, Elementary Secondary Education, Parent Education, Parent Participation, *Program Evaluation, *Self Evaluation (Groups), Staff Development, State Programs Identifiers—*Wisconsin

The publication describes 33 Wisconsin special educational needs (SEN) programs and activities during 1977-78. The bulk of the report consists of self evaluation findings submitted by each project director. Each report is concerned with five areas: instructional program, staff development, parent education/involvement, local advisory program council, and research/demonstration/dissemination. Projects include 26 projects offering direct services to children, one SEN staff training resource for six private schools, and six projects to plan instructional programs for children with special educational needs. (CL)

ED 199 987 EC 132 491

Melcher, John And Others

A Review of Assessment Instruments and Procedures for Young Exceptional Children.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—WSDPI-Bull-0448

Bureau No.—444CH80027

Pub Date—Apr 80

Grant—G007803477

Note—289p.; Print is marginal and may not reproduce well.

Pub Type—Reference Materials - Directories/Catalogs (132) - Information Analyses (070)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Criterion Referenced Tests, *Disabilities, Early Childhood Education, *Norm Referenced Tests, *Screening Tests, *Standardized Tests, Student Evaluation, *Test Reviews Reviews of approximately 60 assessment instruments useful with young exceptional children are provided. Tests were selected on the basis of their popularity in early childhood education literature and their frequency of use by educators in Wisconsin and Minnesota. Reviews are intended to provide descriptive information regarding the content, format, process of test construction, strengths, and limitations of a given test. Some reviews include comments from authorities who have evaluated the usefulness of the instrument. Each review usually provides the following information: test name, author/s, publisher, address, copyright date, price, purpose, description, range of children for which the test is appropriate, testing time, scoring, number of levels, number of forms, administration (whether individual or group), examiner (whether professional training is required), standardization, reliability, validity, discussion/concerns, and references. A matrix preceding the reviews serves as both a guide to the tests and a Table of Contents. The matrix provides information for the tests reviewed plus about 25 others according to age level; type (whether norm referenced, criterion referenced, or screening test); time; training required to administer; developmental areas assessed; type of scoring (whether profile, standard scores, percentile, or developmental age); and special normative populations for which the test is appropriate. A final section considers factors to consider when selecting a formal assessment instrument and tips for assessing

young children with disabilities. (DB)

ED 199 988 EC 132 492

Atkinson, Joan K. Ed.

Too Late at Eight: Prevention and Intervention,

Young Children's Learning Difficulties.

Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre.

Report No.—ISBN-0-86776-001-X

Pub Date—80

Note—195p.

Pub Type—Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Communication Disorders, *Developmental Disabilities, *Early Childhood Education, Emotional Problems, Foreign Countries, Infants, *Intervention, Learning Disabilities, Medical Services, Motivation, *Parent Role, Perinatal Influences, Play, *Prevention, Remedial Reading, Severe Disabilities, *Special Education Identifiers—*At Risk (for Handicap), Australia, Developmental Record for Infants Young Children

The report contains 15 papers given at a 1979 Australian conference on prevention and intervention with young children at risk of developmental and learning difficulties. Papers have the following titles and authors: "Prevention and Early Amelioration of Developmental and Learning Disabilities: Progress, Problems and Prospects" (W. Apelt, J. Atkinson); "Prevention and Intervention: An Educational Perspective" (H. McGrady); "Prevention and Intervention: A Medical Perspective" (W. McBride); "Prevention and Intervention: A Social-Psychological Perspective" (B. Watts); "Intervention for the Severely and Profoundly Handicapped" (R. Andrews); "The Parents' Role in the Development of Language" (C. Isbister); "Parents as Continuing Support in Special Education" (G. Ashby); "The Chance and Quality of Survival of Low Birth Weight Infants (LBW)" (D. Tudehope); "The Development of High Risk and Pre-Term Infants" (Y. Burns); "Non-Cognitive Factors in Children's Learning" (L. Gow, J. Ward); "Unwillingly to School-Motivational/Emotional Factors as an Impedance to Classroom Learning in Young Children" (H. Connell); "An Australian Developmental Screening Record: The Developmental Record for Infants and Young Children (DRYIC)" (B. Burdon); "Training Parents as Remedial Reading Tutors" (T. Glynn, et al.); "Learn to Play-Play to Learn" (J. Calder); and "Evaluation and Assessment of Communication Disorders" (N. Slorach). Also provided are a list of contributors, a listing of the conference workshops, and a list of the working parties. Appended is a description of the focus and content of conference workshops. (DB)

ED 199 989 EC 132 494

Sommer, Steve E. Churton, Margaret

The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.

Ironton-Lawrence County Ohio Head Start, Ironton.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date—78

Grant—OCD-4057

Note—150p.

Available from—Ironton-Lawrence County Ohio Head Start Program, P.O. Box 517, Ironton, OH 45638 (\$7.50).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Diagnostic Teaching, *Disabilities, *Individualized Education Programs, Interdisciplinary Approach, Preschool Education, *Program Development, Recordkeeping, Screening Tests, *Student Evaluation, *Task Analysis, *Teaching Methods Identifiers—*Project Head Start

The training manual is intended to meet the training needs of Head Start personnel and others working with preschool handicapped children who have not had formal training in special education. The book attempts to provide the basic concepts and practices of providing individualized instruction to preschool handicapped children as mandated by P.L. 94-142 (the Education for All Handicapped Children Act) and the revised Head Start Performance Standards. Part I is on screening and assessment and covers such areas as the nature of screening and assessment; normative, criterion refer-

renced, and special assessment instruments; goals of educational assessment; classification of educational instruments; and selection of an educational assessment instrument. Discussion questions, references, and suggested readings are provided. Programming is the focus of Part II which includes the following subsections: overview of the programming process, long range goals, setting long range goals, functions of the multidisciplinary team, instructional objectives, a sample individualized education plan, sequencing learning activities, and writing behavioral objectives. Practice exercises, daily lesson plans, sample lesson plans, and discussion questions complete the chapter. Considered in the final part, on task analysis and evaluation, are such topics as the purpose of task analysis; the three components of task analysis (method, content, procedure); backward chaining; total task chaining; the nature of evaluation and learning; deciding what information to collect; and alternative actions if the child is not learning. Examples of data records, suggested activities, references, and suggested readings are also given. Appended are samples of educational assessment instruments; a listing of curriculum guides, activity books, and task analysis manuals; and sample forms developed to facilitate the delivery of services to preschool handicapped children. (DB)

ED 199 990 EC 132 495

Chow, Stanley H. L. And Others

A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report. Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—Aug 80

Grant—G007902007

Note—156p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Classroom Observation Techniques, Grade 5, Intermediate Grades, Learning Activities, *Learning Disabilities, *Mainstreaming, *Mathematics Instruction, *Time Factors (Learning)

Identifiers—*Academic Learning Time

The study examined whether there were differences in the quality of classroom time spent by 79 mainstreamed learning disabled fifth grade students and 141 regular fifth grade students; and also whether differences in quality of time related to student, instructional, and classroom variables. Trained observers coded learner moves, content area, and difficulty level on 5 minute cycles during math instruction with six students in each of 37 classes. Among findings were the following: over one third of the designated math period was devoted to nonmath activities; mainstreamed students tended to spend less time engaged in math activities than regular students in the same class; the key time variable distinguishing between mainstreamed and regular students was that regular students spent more time on tasks where they experienced success; instructors' interactions with students, either individually or in groups, influenced the amount of time engaged in math activities; and the introduction of handicapped students into regular classrooms was related to decreases in the engaged time of both mainstreamed and regular students. Over half the document consists of an appendix containing the complete observation training manual developed for the study and provides explanations of the observation categories and procedures for coding observations. (DB)

ED 199 991 EC 132 496

Boyd, Richard D., Ed. Herwig, Julia, Ed.

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.

Cooperative Educational Service Agency 12, Portage, Wis.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.

Report No.—OHD-5001

Pub Date—80

Note—305p.

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Diagnostic Teaching, *Disabilities, *Home Programs, *Home Visits, Individualized Education Programs, *Parent Education, *Pre-

school Education, Screening Tests

Identifiers—*Project Head Start (Home Based)

The manual is intended to help home visitors, teachers, handicapped coordinators, parents, and others who work with young handicapped children in home based programs and to supplement training provided by the Home Start Training Centers. The manual contains 10 author contributed chapters. An introductory chapter by R. Boyd briefly considers advantages of home based programs for the handicapped. Other chapters have the following titles and authors: "Head Start Within the Community" (R. Offner, et al.); "Screening, Assessment and Diagnosis" (J. Herwig); "Individual Program Plan" (J. Herwig, M. Griffin); "The Home Visit: Planning" (J. Herwig, D. Cochran); "The Home Visit: Implementing" (C. Loftin, D. Cochran); "The Home Visit: The Rest of the Story" (B. Wolfe); "Records" (J. Herwig); "Helping to Enlarge the Child's World" (R. Boyd); and "Helping the Child Make a Transition" (R. Boyd). A major portion of the document consists of appendices which provide information on the following: Home Start Training Center Programs, P.L. 94-142 (the Education for All Handicapped Children Act) and Head Start, Head Start enrollment policy, recruitment, behavioral objectives, ten problems frequently encountered when using behavioral checklists, task analysis, making your home safe, home eye tests, and lesson plan development. The section on resources provides annotated lists of activity books; children's books about handicaps; home based materials; early childhood education materials; books on parent education and involvement; books on exceptional children; references on health, nutrition, and safety; books on child development; a list of organizations, and bibliographies. (DB)

ED 199 992 EC 132 568

Jenkins, Joseph R. Jenkins, Linda M.

Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—ISBN-0-86586-110-2

Pub Date—81

Grant—400-76-0119

Note—99p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$7.25, Publication No. 212).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cross Age Teaching, *Disabilities, *Disadvantaged Youth, Elementary Secondary Education, *Peer Teaching, *Program Development, *Tutoring, Volunteers

The monograph focuses on tutoring as a means of improving achievement in handicapped and disadvantaged students. Chapter 1 looks at some of the factors which detract from instructional time, and points out some of the benefits of tutoring which are supported by research. Peer or cross age tutoring is discussed in Chapter 2 in terms of academic skills improvement in tutors and noncognitive benefits for tutors. A third chapter looks at elements of an effective tutoring program with sections on programed vs. directed tutoring, content of instruction, establishment of mastery levels, frequency and duration of tutoring lessons, tutor training and supervision, measurement of progress, and selection of tutor student pairs. Chapter 4 briefly outlines some of the important decisions and activities for teachers who implement a cross age tutoring program. Drawing on the materials developed by the National School Volunteer Program, Chapter 5 presents an overview of volunteer services, recruiting strategies, and procedures for managing volunteers in the classroom. A final chapter offers additional comments on tutoring. Appended are materials to illustrate how to prepare tutors for work with low performing children. (SB)

ED 199 993

EC 132 593

Nazzaro, Jean N., Ed.

Culturally Diverse Exceptional Children in School.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-76-0119

Note—117p.

Available from—The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Query source for price).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bilingual Students, Blacks, *Cultural Differences, *Disabilities, Elementary Secondary Education, Ethnic Groups, *Gifted, Individualized Education Programs, *Minority Groups, *Multicultural Education, *Student Characteristics

Identifiers—Limited English Speaking, Obscenity

Five author contributed papers focus on helping teachers work more effectively with culturally diverse handicapped or gifted children and their parents. The first chapter, "Understanding Where the Students Are Coming From" by J. Nazzaro and M. Portuondo considers the need to develop a multicultural perception, barriers to parent involvement in the schools, and suggestions for facilitating parent involvement. "Special Problems of Exceptional Minority Children" (J. Nazzaro) looks at Asian Americans, Black Americans, Hispanic Americans, and Native Americans in terms of identification of exceptionality, special problems, and values and learning style. This chapter includes a table for each minority group in which relevant characteristics of specific conditions are related to characteristics of a culture and the possible implications. A. Ortiz considers "Development and Implementation of IEP's for Exceptional Bilingual Children" in a chapter which includes sections on needed resources, special considerations for linguistically and culturally diverse students, parental participation, placement alternatives, and instructional strategies. The next chapter, "Understanding the Use of Abusive Language," by A. Sullivan defines abusive language and provides a functional analysis of nine types of profanity. The final chapter by H. Bessand-Byrd is titled "Competencies for Educating Culturally Different Exceptional Children" and identifies competencies in the areas of values, philosophy, and traditional and contemporary life styles, human growth and development, assessment, and the learning environment. (DB)

FL

ED 199 994

FL 011 824

Brinton, Donna Gaskill, William

A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students.

California Univ., Los Angeles. Dept. of English. Pub Date—Dec 79

Note—20p.; In its Workpapers in Teaching English as a Second Language, Volume XIII, p49-68, Dec 1979.

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conversational Language Courses, Course Descriptions, Cross Cultural Training, *English (Second Language), *Foreign Students, Graduate Students, Higher Education, *Language Skills, Orientation, *Skill Development, *Speech Communication, *Teaching Assistants

A one-week orientation program designed to increase the effectiveness of foreign teaching assistants (FTA) is described. As the program developed, a decision was made to include non-FTAs with the result that the English language proficiency of the participants covered a wide range and the objectives of the program were mixed. Because of the inclusion on non-FTAs, the focus of the program was expanded to address both the academic needs of the graduate students and the teaching-oriented needs of the FTAs. Oral and listening skills were emphasized as well as presentation techniques and communication strategies. Methodology involved extensive use of videotape recordings to help stu-

dents improve their oral presentation techniques and their note-taking and test-taking skills. Other exercises during the week focused on group interaction, grammar, and program evaluation. One conclusion regarding the one-week program was that its greatest value lay in the opportunity it provided foreign students to meet each other. (AMH)

ED 199 995 FL 011 837

Rand, Earl
The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores.

California Univ., Los Angeles. Dept. of English.
Pub Date—Jun 78

Note—11p.; In its Workpapers in Teaching English as a Second Language, Volume XII, p62-71, Jun 1978.

Pub Type—Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cloze Procedure, English (Second Language), Higher Education, Language Research, *Language Tests, Multiple Choice Tests, *Scores, *Scoring Formulas, *Test Validity

A project is described that was undertaken to investigate: (1) how long a cloze test has to be to achieve optimum reliability without wasting anyone's time; and (2) how cloze tests should be scored in order to obtain maximum reliability. The literature recommended 50 deletions in order to provide for an adequate sample of examinee's abilities; it did not strongly recommend either exact-word scoring or acceptable-word scoring. A 50-deletion regular cloze test and a multiple-choice cloze test were administered, respectively, to 50 and 57 foreign students. The regular test answer sheets were scored by the exact-word, acceptable-word, and clozentropy methods. It is concluded from examination of the data that the acceptable-word method is superior to the other two methods and to the multiple-choice cloze test. It was also shown that by 25 items, the maximum reliability had almost been achieved; at the same time it was clear that the best ratio is obtained through tests with 50 items. It is recommended that the most efficient use of everyone's resources can be achieved in a cloze test of 25 deletions and use of the acceptable-word method of scoring. (AMH)

ED 199 996 FL 011 862

Roemer, Danielle M.
Interjected Routines as Metanarrative Commentary.

Southwest Educational Development Lab., Austin, Tex.

Pub Date—Feb 80

Note—39p.; In its Working Papers in Sociolinguistics, Number 68, p1-37, Feb 1980.

Pub Type—Reports - Research (143) - Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Language, Children, *Discourse Analysis, Ethnography, Folk Culture, Group Dynamics, *Interaction Process Analysis, *Narration, Pragmatics, Sociolinguistics, *Speech Communication, *Story Telling

Identifiers—*Metanarration
This report considers some of the expectations, conventions, and strategies relied upon by Anglo children when they are participating in the speech event of storytelling, with particular focus on the children's interweaving of narrational and metanarrational speech. The data were obtained from white middle-class schoolchildren, aged six through nine years, who attended after-school day-care centers at two Austin, Texas, public elementary schools. The children in freely-chosen groups were tape-recorded while they were telling stories. The data were examined for information concerning their expectations and techniques for managing peer-group storytelling. It is generally understood that as intra-performance, metanarrative commentary, the interjections by the participants in the group call attention to various aspects of story-telling in progress, and are interwoven with the discourse of the story-telling itself. In this case, however, it seemed that the children frequently judged such interjections to be threatening to their presentations, or sometimes, as contextual information, and so not part of the narrative proper. The findings are discussed in relation to current discussion of child-discourse and folkloristics. (AMH)

ED 199 997 FL 011 909

TEFL/TESL Newsletter, Volume 2, Number 2.
Australian Dept. of Education, Canberra. Language Teaching Branch.

Pub Date—Oct 76

Note—43p.

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*English (Second Language), *Second Language Instruction

Identifiers—*Survival Competencies

The material for a course in survival English for adults learning English as a second language is presented. The course covers the following topics: identification, orientation, social formulas, transportation, shopping, health, safety, and employment. (JB)

ED 199 998 FL 011 910

TEFL/TESL Newsletter, Volume 2, Number 3.
Australian Dept. of Education, Canberra. Language Teaching Branch.

Pub Date—Feb 77

Note—46p.

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communicative Competence (Languages), *English (Second Language), *Second Language Instruction, Teaching Methods

Three articles on fostering communicative competence in the English as a second language classroom are presented. In "How to Foster Communicative Competence," Sue Khyat examines the sociocultural aspects of communicating. A contribution from the Language Teaching Branch of the Australian Department of Education entitled "Integrating the Skills of Communication: The Beginnings of Communicative Competence" takes a fresh look at some of the principles underlying the teaching of English as a second language and suggests a set of strategies designed to maximize practice with the language of a reading core. Two techniques by which students may be stimulated to express themselves are proposed in "Two Forms of Stimulus to Self-Expression: The Use of Action Pictures and the Excursion" by E. A. Liew. (JB)

ED 199 999 FL 011 911

TEFL/TESL Newsletter, Volume 2, Number 4.
Australian Dept. of Education, Canberra. Language Teaching Branch.

Pub Date—Jun 77

Note—45p.

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communicative Competence (Languages), *English (Second Language), Non English Speaking, *Parent School Relationship, *Second Language Instruction, Teaching Methods

Identifiers—Questions, United Kingdom

Four articles on fostering communicative competence in the English as a second language classroom are presented. In "Communicative Competence as an Emphasis in Language Teaching," Alan Kerr examines the subject at a theoretical level and looks at some implications for the classroom. In "Communicative Competence, or 'Who Speaks What Language to Whom and on What Occasion?'" Jean Hunt discusses ways of forging links between performance at the manipulation level and at the communication level. The matter of communication between the school and the non-English-speaking parent is treated in "Introduction to School: An English Language experiment in Co-operation between the School and the Community" by Noel Simpson, Jan Wallbridge, and Kath Richter. "Practical Exercises for Fostering Communicative Competence in Adult Learners of English" by Dorothy Brown and Janet Holmes pays particular attention to the formulation and questions. Finally, Thelma Grant offers "Some Notes on Visits to Language Centres in the United Kingdom." (JB)

ED 200 000 FL 011 912

TEFL/TESL Newsletter, Volume 3, Number 1.
Australian Dept. of Education, Canberra. Language Teaching Branch.

Pub Date—Oct 77

Note—62p.

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*English (Second Language), Reading Skills, *Second Language Instruction, *Testing

Identifiers—Australia (Western Australia)

Several articles of interest to teachers of English as a second language (ESL) are included. In "Specific Reading Skills for Secondary and Post-Secondary E.S.L. Learners," Pamela M. Riley provides some ideas for stimulating students to extract meaning from paragraphs. Thelma Grant reviews one region's variety of instructional approaches in "The Western Australian Scene." The Language Teaching Branch of the Australian Department of Education contributes "English Testing and the E.S.L. Teacher," an article that reviews various aspects of test design and describes types of tests and ways of testing the different language skills. Short reviews and notices conclude the issue. (JB)

ED 200 001 FL 011 913

TEFL/TESL Newsletter, Volume 3, Number 2.
Australian Dept. of Education, Canberra. Language Teaching Branch.

Pub Date—Feb 78

Note—59p.; Occasional light and broken type.

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Applied Linguistics, Communicative Competence (Languages), Content Area Reading, *English (Second Language), Material Development, *Reading Instruction, *Second Language Instruction

Several articles of interest to teachers of English as a second language (ESL) are included. "The Three-Tier Approach to Reading in the Subject Area" described by Trevor McQuinn consists of a procedure for developing lessons based on the need to teach vocabulary, comprehension, and literacy. "Teaching Beginning Reading: An Interview with Virginia French Allen, Part 1" presents Allen's ideas on teaching beginning spelling. In "From Language to Learning," Graham Patterson lists lambasts to serve as stimuli to communication in the ESL classroom. "The Value of Linguistics in Second Language Teaching" to Jim Hutchison is the impetus it provides to examine critically the structure and nature of the language. Finally, Diane Harwood briefly discusses "Preparation of Multi-Purpose Materials." (JB)

ED 200 002 FL 011 914

TEFL/TESL Newsletter, Volume 3, Number 3.
Australian Dept. of Education, Canberra. Language Teaching Branch.

Pub Date—May 78

Note—47p.

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizenship Education, *English (Second Language), Reading Instruction, Reading Skills, Role Playing, *Second Language Instruction, Spelling Instruction

Several articles of interest to teachers of English as a second language (ESL) are included. "Education for Citizenship" by A. D. Spicer presents the suggested content of a citizenship education course for newly arrived immigrants, as set forth by the Australian Adult Migrant Education Service. This course covers various aspects of personal development, interpersonal relationships, and social welfare. In "Let's Discuss It—A Role-Play Programme," Jane Lockwood describes a program whose general aim is to develop the skills of discussing, arguing, questioning, and persuading by means of realistic language activities. "The Reading Process" by Shirley Martin briefly discusses the various components of literacy. In "Teaching Beginning Reading: An Interview with Virginia French Allen, Part 2," Allen discusses her views on developing vocabulary skills. (JB)

ED 200 003 FL 011 915

TEFL/TESL Newsletter, Volume 3, Number 4.
Australian Dept. of Education, Canberra. Language Teaching Branch.

Pub Date—Oct 78

Note—68p.; Uneven print quality.

Pub Type—Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Teachers, Dialogs (Language), *English (Second Language), High Interest Low Vocabulary Books, Reading Instruction, Reading Materials, *Second Language Instruction

tion, Student Participation, Writing Instruction Identifiers—Regional English Language Centre (Singapore)

Several articles of interest to teachers of English as a second language (ESL) are included. The teaching of literacy skills in migrant classes is considered in "An Approach to Reading and Writing for the New Language Learner" by Pat O'Brien. Gloria Keil demonstrates how news of recent events can be brought to the notice of migrants in simplified English in "A Weekly Newsletter in Simplified English for Migrants." Richard A. Via discusses oral skills in "Talk and Listen." The work of a materials writing workshop in South Australia is reported by Ken Methold in "Towards Adequate Course Descriptions and Materials Production." C. J. Brumfit offers a brief position paper entitled "Getting Away from the Teacher-Dominated Classroom." Val Davanzo looks at the advantages of having a bilingual teacher equipped to use the common native language of the class in "The Use of the Bilingual Teacher." Finally, the Southeast Asian Ministers of Education Organisation (SEAMEO) Regional Language Centre (RELC) is described. (JB)

ED 200 004 FL 011 916
TEFL/TESL Newsletter, Volume 4, Number 1.
Australian Dept. of Education, Canberra. Language Teaching Branch.
Pub Date—Feb 79
Note—61p.

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, Communicative Competence (Languages), Course Organization, *English (Second Language), Hungarian, *Second Language Instruction, Small Group Instruction, Writing Instruction

Identifiers—Hungary

Several articles of interest to teachers of English as a second language (ESL) are included. In "Syllabus Design and the Adult Beginner," Keith Johnson discusses the various choices the course organizer must make to make a syllabus communicative. Among the ideas for "Developing Writing Skills" offered by Patricia A. Denham are fully controlled exercises, structurally determined exercises, model based writing, cue based writing, and topic based writing. Elizabeth Joiner presents several "Communicative Activities for Beginning Language Students." E. F. Austin and S. Galvin examine a specific adult ESL course in use in Australia in "All's Well That Starts Well: An Evaluation." Finally, Alan S. Milne addresses the problem of heterogeneous ESL classes in "Coping with Different Language Levels: Small Group Work." (JB)

ED 200 005 FL 012 000
Padilla, Raymond V., Ed.
Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume I.
Eastern Michigan Univ., Ypsilanti.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ISBN-79-9265
Pub Date—80
Note—513p.

Available from—Bilingual Programs, 106 Ford Hall, Eastern Michigan University, Ypsilanti, MI 48197 (\$8.00).

Pub Type—Reports - General (140) — Collected Works - General (020)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, *Bilingual Education, *Community, Comparative Education, Cubans, Educational Research, Ethnology, Hispanic Americans, *Legislation, Minimum Competencies, Models, *Politics, *Public Policy, Puerto Ricans, Refugees, Spanish Speaking, Teacher Certification

Identifiers—Bilingual Education Act 1968

This collection includes several papers each on the legal aspects of bilingual education, the politics of implementing bilingual programs, the role of the community in establishing and maintaining bilingual programs, and bilingual program models. In addition, individual papers treat: (1) the impact of research on programs and policy, (2) the role of teacher certification, (3) refugee education as exemplified by Cuban Americans, (4) the case of the American Indians, (5) language attitudes among the Puerto Ricans in New York, (6) comparative ethnic factors between the United States and foreign coun-

tries, (7) the relationship between ethnography and bilingual education legislation, and (8) state mandated competency testing. (JB)

ED 200 006 FL 012 078
Erbaugh, Mary
Acquisition of Temporal and Aspectual Distinctions in Mandarin.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date—Aug 78

Note—9p; In its Papers and Reports on Child Language Development, Number 15, p30-36, Aug 1978. Not available in paper copy because of small type in original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Language, Discourse Analysis, *Language Acquisition, Language Research, *Mandarin Chinese, Psycholinguistics, Young Children

Identifiers—*Aspect (Verbs), Tense (Verbs)

The speech of two two-year-old Mandarin-speaking children was taped during free play in their homes. The following characteristics of their speech were discovered: (1) excellent, near full control of tones; (2) somewhat stricter word order than is found in adult speech (Mandarin is undergoing a word order shift from SVO to SOV); and (3) few coinages or use of the productive reduplicated forms in Mandarin, but greater than adult usage of morphological markings in the forms that were controlled. It seems that, despite the relative lack of morphological elaboration available in Chinese, the children found morphological markers easier to control than periphrastic forms involving adverbs or word order shifts and contrasts. In addition, all four children's preferences in aspectual relations marked seemed consistent enough to project a fuller generalized schedule for the emergence of aspectual relations over time. Further analysis indicates that aspectual distinctions are far more central to the children than temporal ones. A cognitive universal is proposed for early linguistic marking of changes of state (distinguishable from endings or results) to be commented on by the child in a variety of overextensions constrained relatively little by linguistic form. (Author/JB)

ED 200 007 FL 012 080
Leehey, Susan Cohen Carey, Susan
Up Front: The Acquisition of a Concept and a Word.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—12p; In its Papers and Reports on Child Language Development, Number 15, p46-56, Aug 1978. Not available in paper copy because of small type in original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Language, *Concept Formation, *Language Acquisition, Language Research, Psycholinguistics, Young Children

Children with a mean age of 2;10 were presented with three tasks designed to evaluate their concept of front-back orientation. Two of the tasks were non-linguistic (a parade task and a canonical encounter task, involving nine toy objects). A third linguistic task assessed the child's knowledge of "front" and "back" by asking him/her to point to the fronts and backs of the toys. The main result was a disconfirmation of the hypothesis that a concept of front-back orientation may be dependent on lexical knowledge of "front" and/or "back." Children with all levels of lexical knowledge performed equally well on the non-linguistic tasks. In addition, no evidence was found that the words "front" and "back" are comprehended for some toy objects before others. The ability to make consistent object placements in the non-linguistic tasks is interpreted as evidence for a complex disjunctive concept of front-back. (JB)

ED 200 008 FL 012 081
Greenfield, Patricia Marks Zukow, Patricia
Goldring

Why Do Children Say What They Say When They Say It? An Experimental Approach to the Psychogenesis of Presupposition.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—11p; In its Papers and Reports on Child Language Development, Number 15, p57-67, Aug 1978. Not available in paper copy because of small type in original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Language, Infants, *Language Acquisition, Language Research, Lexicology, Prediction, Psycholinguistics

Identifiers—*Presupposition

The lexical development of four infants was recorded by their parents in diaries. In a selective imitation situation, individualized for each child, the responses of the children were compared with semantic predictions made on the basis of one of 14 hypothesized rules, and with the semantic alternatives available from the child's lexicon. It was found that, in general, it is possible to predict what a child will say and when on the basis of the structure of a referential event. The research is deemed supportive of the notion that the distinction between information and certainty is the psychological basis for the distinction between assertion and presupposition in language, i.e., changing, informative elements are expressed on a background of unexpressed certainties. (JB)

ED 200 009 FL 012 082
Miller, Max Weissenborn, Jürgen
Pragmatic Conditions on Learning How to Refer to Localities.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—11p; In its Papers and Reports on Child Language Development, Number 15, p68-77, Aug 1978. Not available in paper copy because of small type in original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Language, Discourse Analysis, German, *Language Acquisition, Language Research, Longitudinal Studies, *Pragmatics, Psycholinguistics, Young Children

Identifiers—Questions, *Referents (Linguistics)

Longitudinal data on the language of one German-speaking child were gathered from her 16th to her 26th month. Speech acts involving "where" questions were isolated and analyzed. The following order of referential development was discovered: (1) pragmatic conditions taking the form of certain action-contexts first relieve the discourse between caretaker and child from the requirement of establishing a common referential space by linguistic means; (2) in an ordered succession of action contexts the child learns to distinguish the internal structure of common referential spaces, i.e., the child learns to distinguish between local reference and object reference; (3) in the verbal interaction between caretaker and child that is embedded into these action contexts, the child learns to distinguish between different types of referring expressions, which subdivide a common space of living in different referential domains and thus relieve local reference from being totally dependent on pragmatic conditions; and (4) "where" questions of caretakers are very well adapted to the child's referential capabilities—those not answered by the child but by the caretakers themselves or that were not answered at all generally did not fit into the developmental order of action contexts that has been described. (Author/JB)

ED 200 010 FL 012 084
Kuczaj, Stan A., II Daly, Mary J.
The Ontogenesis of Hypothetical Referrence.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date—Aug 78

Note—15p; In its Papers and Reports on Child Language Development, Number 15, p88-100, Aug 1978. Not available in paper copy because of small type in original document.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Language, Discourse Analysis, *Language Acquisition, Language Research, Longitudinal Studies, Psycholinguistics, Young Children

Identifiers—*Conditionals, *Referents (Linguistics)

The spontaneous speech of 14 children aged 2;6 to 5;6 was recorded. One additional child provided longitudinal information from age 2;4 to 5;6. In a second study, 75 children were tested for mastery of hypothetical reference in a story-telling situation. The speech samples from Study 1 and the children's answers from Study 2 were analyzed for eight types of hypothetical reference. The results demonstrate that there is a developmental shift during the pre-

school years from implicit to explicit hypothetical reference. Initially, children tend to refer to isolated hypothetical events rather than to sequences of events. When reference to sequences does begin, attempts lack internal consistency with respect to hypotheticality. Reference to future hypothetical events appears to be an earlier acquisition than reference to past events. Other-initiated hypothetical references occurred much more often than self-initiated references, but the latter were consistently more accurate than the former. A speculative account for the development of these patterns is offered. (JB)

ED 200 011 FL 012 094
R&D Speaks: Bilingual/Multicultural Education.
 Conference Proceedings (Austin, Texas, November 12-13, 1979).

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 80

Grant—OB-NIE-G-78-0208

Note—135p.

Pub Type—Collected Works - Proceedings (021) — Reports - General (140)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—American Indians, Asian Americans, *Bilingual Education, Language Arts, *Multicultural Education, Program Effectiveness, Program Implementation, Vietnamese People
 Identifiers—*Bilingual Programs

The following papers are collected here: (1) "Bilingual Program Outcomes" by Wayne Holtzman, Jr.; (2) "Implementation of Bilingual Programs" by Domingo Dominguez; (3) "Language Arts in Bilingual Education" by Betty Mace-Matlock; (4) "Introducing Culture in the Classroom" by Margarita Rivas; (5) "Unlearning Indian Stereotypes" by Watne Young; and (6) "Vietnamese Children in U.S. Classrooms" by Bich-Chi Vu Thuong Van. (JB)

ED 200 012 FL 012 124
Hammond, Sandra B. Seebold, C. Edward
Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978. Final Report.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Spons Agency—Office of International Education (ED), Washington, D.C.

Pub Date—Oct 80

Grant—G007901693

Note—83p.; Uneven print quality in charts.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, *Enrollment Trends, *Language Enrollment, Secondary Schools, Statistical Surveys
 Identifiers—National Defense Education Act Title VI

This study of foreign language enrollments in public secondary schools, the thirteenth in a series, focuses primarily on enrollments in Fall 1978, but it also presents comparative data from earlier reports. The report is based on a questionnaire survey directed in fall 1979 and spring 1980 to all state foreign language supervisors. In the 20 states where the data were not available, questionnaires were sent directly to various school districts selected by a random sampling procedure. The report consists of an introductory summary of results, individual language tables listed by region and state, and summary tables comparing data from surveys conducted in 1974 and 1976. (Author/AMH)

ED 200 013 FL 012 129
Penalosa, Fernando
Chicano Sociolinguistics: A Brief Introduction.

Pub Date—80

Note—238p.

Available from—Newbury House Publishers, Inc., Rowley, MA 01969 (\$12.95).

Pub Type—Books (010) — Reports - General (140)

Document Not Available from EDRS.

Descriptors—Code Switching (Language), Cultural Interrelationships, English, Hispanic American Culture, Language Attitudes, *Language Variation, Linguistic Borrowing, *Mexican Americans, *Multilingualism, *Socioeconomic Status, *Sociolinguistics, Spanish
 Identifiers—*Chicanos

This work is an attempt to synthesize the findings of the multi-disciplinary research on various aspects of Chicanos' use of their two languages, Spanish and

English. After an introduction on notions of language, speech, and sociology, the text covers nine aspects of the question: (1) historical background on the relations between the English and Spanish languages and their speakers; (2) Chicano multilingualism and polyglossia; (3) an analysis of the speech situation, including the relevant psychological and social factors involved in language mixture; (4) a sociolinguistic analysis of Chicano Spanish; (5) a discussion of available analyses of Chicano English; (6) the private domain of language use, with particular attention to the relationships among language structure, language use, and the immediate social settings in which the act of communication takes place; (7) the public domain, that is, the use of language outside the circle of family and friends; (8) attitudes toward English, Spanish, and mixing; and (9) social and linguistic change among Chicanos. (AMH)

ED 200 014 FL 012 141
Blair, Robert W. And Others
Guarani Basic Course, Part I.

Peace Corps, Washington, D.C.

Pub Date—68

Note—255p.; For related document, see FL 012 142. Parts may not reproduce clearly.

Language—English; Guarani

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*American Indian Languages, Communicative Competence (Languages), Cultural Awareness, Dialogs (Language), Grammar, Intensive Language Courses, Learning Activities, Pattern Drills (Language), Second Language Learning, *Textbooks, Vocabulary
 Identifiers—*Guarani, Paraguay

This is the first in a two-volume basic course in Guarani, the indigenous language of Paraguay. The volume consists of an introduction to the Guarani language, some general principles for adult language-learning, and ten instructional units. Because the goal of the course is to encourage and lead the learner to communicate in Guarani in class and outside of class, the units are organized in such a way as to maximize the student's role in learning. The units in this volume are self-instructional, "preparation stages" of the lessons which are oral and written exercises in vocabulary, pronunciation, structure, and conversation for the student to study and practice before going to class. Following the preparation stage is the core stage in which the instructor presents the material in short question-answer exchanges. The explanations are in English, and the exercises and dialogues are in both Guarani and English, with occasional use of Spanish. (AMH)

ED 200 015 FL 012 142
Blair, Robert W. And Others
Guarani Basic Course, Volume II.

Peace Corps, Washington, D.C.

Pub Date—68

Note—497p.; For related document, see FL 012 141. Parts may not reproduce clearly.

Language—English; Guarani; Spanish

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—*American Indian Languages, Communicative Competence (Languages), Cultural Awareness, Dialogs (Language), Grammar, Intensive Language Courses, Learning Activities, Pattern Drills (Language), Second Language Instruction, *Textbooks, Vocabulary
 Identifiers—*Guarani, Paraguay

This volume of the basic course in Guarani (the indigenous language of Paraguay) contains the core stage, or class-instructional phase, of the ten units presented in Volume One. These units contain explanations, exercises, dialogues, various types of pattern drills, suggestions for games and communication activities, and various types of vocabulary lists and exercises. Most of the exercises are in Guarani and English, with the exception of the last section of the book which is in Guarani and Spanish. This last section consists of short dialogues on situations and activities one would encounter in daily life in Paraguay. (AMH)

ED 200 016 FL 012 144
Wilding, Christine

Languages, Education and Industry: A Summary of

Reports and Conferences.

Aston Univ., Birmingham (England).

Pub Date—Mar 80

Note—35p.; This was prepared for the Research Committee on Foreign Languages in Industry and Commerce in the West Midlands. For related document see FL 012 145.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Business Communication, *Communication Skills, Elementary Secondary Education, Foreign Countries, Industrial Personnel, Industry, *Language Attitudes, Language Planning, *Language Role, *Needs Assessment, Post-secondary Education, *Second Language Identifiers—England (Birmingham)

This report examines attitudes toward and developments in foreign languages in British industry and education during the past ten years. It reviews the following reports: (1) the York Report published in 1974; (2) surveys of the London Chamber of Commerce and Industry; (3) surveys in industry, such as that by British Leyland in 1976; (4) a 1979 government report on local authority arrangements for the curriculum, in which the need for clear policies on foreign language education in the schools was discussed; (5) the report by Barclays Bank in 1979, which compared attitudes, procedure, and export performance in France, Germany, and the United Kingdom, and which highlighted the need for personnel with foreign language skills; (6) the Duke of Kent report, a broad survey and summary of the foreign language situation in industry and commerce; and (7) the Betros Report in which statistical evidence is provided. The study concludes with a review of language and industry conferences and local surveys on the question, a summary of the positive developments within the past five years, and a list of 11 recommendations for action. (AMH)

ED 200 017 FL 012 147
Cazabon, Benoit Frenette, Normand

Le français parle en situation minoritaire: Volume

II (Spoken French in a Minority Situation).

Ontario Dept. of Education, Toronto.

Report No.—ISBN-0-7743-5203-5

Pub Date—80

Note—196p.; For related document, see FL 012 007.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 (Canada) (\$5.00).

Language—French

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Bilingualism, Cultural Context, Elementary Secondary Education, *French, Instructional Materials, Language Teachers, *Minority Groups, *Native Language Instruction, Questionnaires, *Sociocultural Patterns, Teaching Methods, Textbook Content
 Identifiers—*French Canadians, *Ontario

This is a study of the instructional practices, programs, and teacher education in French language schools located in French-speaking communities in Ontario. The five chapters of the study deal with the following aspects of the question: (1) theoretical presuppositions for the teaching of French as a native language, including methodology, objectives, attitudes, social constraints, and bilingualism; (2) the Provincial courses of study; (3) analysis of the methodology envisaged by the textbooks used in elementary and secondary schools; (4) pedagogical practices according to the perception of teachers in the program; and (5) education of the teacher of French in a predominantly English-speaking environment. One of the conclusions of the study is that the teaching of French in minority situations in Ontario is presently characterized by the rejection of the sociolinguistic context, which might provide a starting point for a communicative exchange. This exchange would entail recognition of the fear and assimilating factors at work in both teachers and students. The school might then aim toward offering a model which interacts with the sociolinguistic situation. (AMH)

ED 200 018 FL 012 151

Eilers, Rebecca E. And Others

Cross-linguistic Studies of Infant Speech Perception: The Role of Linguistic Experience.

Pub Date—80

Note—14p; Paper presented at the Conference on Language Development (Boston, MA, October, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Auditory Discrimination, Auditory Stimuli, *Child Language, *Infants, Language Research, *Listening, *Perception, Psycholinguistics

The focus of this research is to determine how soon and to what extent infant abilities are influenced by listening experience. Fourteen English-learning infants and fourteen Spanish-learning 6-8 month old infants participated in a first experiment; eight additional English and Spanish-learning infants participated in a second experiment. Infants in Experiment I received a training stimulus pair followed by three randomly assigned natural language contrasts from English, Spanish, and Czech. Infants in Experiment II received three vowel contrast and two nasal contrasts. In this second experiment, infants had to attend selectively to differences in the acoustic signal which pertained to phonemic distinctions and ignored irrelevant features of the signal. Results of Experiment I indicated that Spanish-learning infants significantly discriminated the Spanish, English, and Czech stimuli; the English-learning infants showed discrimination of the English and Czech stimuli, but not the Spanish. Results of Experiment II indicated that all vowel contrasts were highly discriminable by both infant groups, and significant differences were observed in difficulty among the vowel contrasts. The discussion of the research to date centers on tentative suggestions about the role of experience and additional factors in speech-sound discriminability. (AMH)

ED 200 019 FL 012 155

Gallison, Robert

Competence communicative et acquisition des vocabulaires (Communicative Competence and Vocabulary Learning).

Commission Interuniversitaire Suisse de Linguistique Appliquée (Switzerland).

Pub Date—80

Note—35p.

Journal Cit—Bulletin CILA; n32 p26-59 1980

Language—French

Pub Type—Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Communicative Competence (Languages), Definitions, Language Usage, Lexicology, *Notional Functional Syllabi, Postsecondary Education, Pragmatics, Secondary Education, *Second Language Learning, *Vocabulary Development

This discussion addresses the need for teaching vocabulary in the framework of second language instruction, aiming at communicative competence and using authentic documents as instructional material. The analysis is based on "Le Niveau-Seuil" (Threshold Level), and discusses the following elements of a functional methodology: (1) the fact that education is centered on the student who is learning the language; (2) the specification of objectives and of content in relation to needs; and (3) the method, especially in regard to vocabulary learning. It is claimed that innovation is needed in the teaching or learning of vocabulary, the most important aspect of the functional method, and the most neglected. The discussion attempts to show that vocabulary, that is, specific words and expressions, is not to be taught. Instead, the teacher should simply furnish the learner with methods and tools whereby the learner can elucidate the sense and discover the usage of words. Vocabulary is more a matter of learning, of personal investment, than of teaching. (Author/AMH)

ED 200 020 FL 012 156

Vaucher, Marius

Methodologie de communication, methode de communication globale et theories heuristiques dans la perspective de l'acquisition du langage (Communication Methodology, the Global Communication Method, and Heuristic Theories in the Perspective of Language Learning).

Commission Interuniversitaire Suisse de Linguistique Appliquée (Switzerland).

Pub Date—80

Note—21p.

Journal Cit—Bulletin CILA; n32 p60-79 1980

Language—French

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, *Comprehension, *Language Processing, Linguistic Theory, *Psycholinguistics, Second Language Learning, *Speech Communication, Teaching Methods

This study defines the notion of communication methodology, situates the context in which it operates, and concentrates on the problem of the acquisition of knowledge in general, and of language acquisition, in particular. From the notion of methodology, the study moves to the method of global communication, that is, a method comprising four elements: (1) content and context; (2) a situation that is valid for a small group of persons; (3) guidance by an instructor; and (4) discussion of the facts and ideas to insure comprehension and a critical group of the issues. The epistemological aspect of the study is concerned with a confrontation between the communication method of language learning and those psycholinguistic theories which seek to describe both the mechanisms of language-function and of language acquisition. It is claimed that a relationship exists between heuristic research, which constitutes the most recent attempt to interpret the problems relative to language function, and the method of global communication. (Author/AMH)

ED 200 021 FL 012 157

Calame, Claude

Aspects sémiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks).

Commission Interuniversitaire Suisse de Linguistique Appliquée (Switzerland).

Pub Date—80

Note—20p.

Journal Cit—Bulletin CILA; n32 p80-98 1980

Language—French

Pub Type—Journal Articles (080) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, *Discourse Analysis, Language Research, *Narration, *Political Influences, Pragmatics, Second Language Instruction, *Semiotics, *Social Influences, Sociolinguistics, *Textbook Content

A structural analysis according to narrative rules and common content elements was made of stories on an identical theme in three different foreign language texts. The purpose of the analysis was to highlight some of the elements by which an educational institution influences its students through the world view it espouses. The three texts chosen were: (1) a German text used in secondary schools in French-speaking Switzerland; (2) a text used to teach French in East Germany; and (3) a text published in Singapore, and used in secondary school English classes in Malaysia. The texts were chosen purposely in order to compare material used in three different social systems, capitalist, socialist, and Third World. The comparative analysis considered four aspects of the syntactic and semantic structure of the texts: (1) the syntactic support of the narrative development, (2) some of the semantic values invested in the protagonists, (3) the relationship between the form and content, and (4) the problem of the institution which produced the text and the effect on the pupil who receives it. (AMH)

ED 200 022 FL 012 159

Burn, Barbara B.

Our Foreign Language Illiteracy: International Implications.

Pub Date—80

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, *International Relations, Language Planning, *Language Proficiency, *Needs Assessment, Second Language Programs

Identifiers—*Presidents Comm Foreign Lang International Studies

The process of identifying and meeting U.S. national security needs, as well as the needs of international business and trade in the area of foreign languages and international studies, is complex. Three studies of the problem are discussed here: (1) a study by the General Accounting Office of foreign affairs agencies' capacity to obtain needed research

involving foreign language ability and knowledge of international affairs; (2) a study by the Rand Corporation of Santa Monica, California, of agencies' needs based on market demand; that is, whether sufficient qualified people are available to fill jobs requiring foreign language and international expertise; and (3) the National Targets Project initiated by the National Council on Foreign Language and International Studies to determine foreign language and international studies needs as dictated by the national interest. With regard to the American business scene, the Rand corporation study found that U.S. international concerns give little priority to FL competence in staff recruitment, mainly because of the minimal FL communicative proficiency of U.S. college graduates. Recognizing this factor, the President's Commission urged schools of business administration to strengthen the international and FL components of their programs. (AMH)

ED 200 023 FL 012 163

McKenzie, Hope Bussey

Mainstreaming the EFL Student into the American College or University.

Pub Date—80

Note—15p; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (San Francisco, CA, March 3-8, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Second Language Programs, *English (Second Language), Higher Education, *Instructional Innovation, Interdisciplinary Approach, Rhetoric, Second Language Instruction, Student Needs, *Writing Instruction

West Texas State University made provisions for students in English as a Foreign Language (EFL) who already had an academic knowledge of English, some facility in conversational English, and basic knowledge of some disciplines. What these students needed was the ability to develop logically a research paper and practice in using the vocabulary of their fields of study. To meet this need, professors from various disciplines assisted in developing a tape-book which included vocabulary, essays, and a program of writing and recording by the student. A program of independent study, group work, and writing evolved in which the students were learning American rules of rhetoric primarily in their chosen field of concentration. The second semester course was developed using much the same format, but the content dealt with vocabulary and methods of literary criticism. In addition to these courses, an upper-level course has been introduced to help students produce such specialized written forms as the "vita," reports, various kinds of applications, letters, book reviews, and in some cases, articles for publication. (AMH)

ED 200 024 FL 012 166

Genesee, Fred

The Social Psychological Significance of Code Switching for Children.

Pub Date—80

Note—35p; Paper presented at Boston University Conference on Language Development (5th, Boston, MA, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Bilingualism, Children, *Code Switching (Language), English, French, Language Research, *Language Styles, Psycholinguistics, Social Attitudes, *Sociocultural Patterns, *Sociolinguistics, *Speech Communication

Identifiers—English Canadians, French Canadians, Quebec (Montreal)

A study was conducted to examine children's use of social factors as bases for evaluating different patterns of code switching in dyadic social interaction. The factors were role-related and social norms, interpersonal accommodation, intergroup biases, and socio-cultural status. An initial study was conducted of monolingual and bilingual English Canadian and French Canadian senior high school students from Montreal, who were tested in classroom groups, one group per condition. Analysis of the data indicated that the basis for evaluating code switching changed both as a function of ongoing discourse and as a function of the sociocultural and role characteristics of the interactants. A second study was conducted with fifth grade French Canadian and English Canadian children. The French-speaking children had been in regular

French schools, and the English-speaking children had been in early French immersion programs. A preliminary analysis of the available data indicates that generally the children's reactions appeared to be based on more concrete, immediate factors than was the case for adolescents. One prediction suggested by the available evidence is that comprehension of the social significance of language variation will precede actual use of code switching to signify attitudes, beliefs, or intentions. (AMH)

ED 200 025 FL 012 176

Bailey, T. Grahame
An English-Punjabi Dictionary.
Pub Date—76

Note—159p.

Available from—Balli Books International, Box 730, Station F, Toronto, Ontario, Canada, M4Y 2N6 (\$12.00).

Language—English; Punjabi
Pub Type—Reference Materials - Vocabularies/Classifications (134)

Document Not Available from EDRS.

Descriptors—Definitions, *Indo European Languages, *Punjabi, Vocabulary

This English-Punjabi dictionary was compiled from about 5800 English words and expressions. Not intended to be exhaustive, the dictionary contains expressions that are considered useful to Europeans for communication with the Punjabis. It may also be useful to Punjabi students in their use of English. In addition to the dictionary proper, an appendix provides additions to the Punjabi Manual, a grammar previously published by the author. (AMH)

ED 200 026 FL 012 177

Maynadier, Elisabeth de
Le monde francophone (The Francophone World).
Foreign Service (Dept. of State), Washington, D.C.
Foreign Service Inst.
Pub Date—80

Note—242p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (free).

Language—French

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—African Culture, *Area Studies, Bilingualism, Cultural Awareness, *French, Post-secondary Education, Reading Comprehension, Second Language Instruction, *Supplementary Reading Materials

Identifiers—Belgium, Canada (French Provinces), Haiti, Madagascar, Switzerland

This elementary-intermediate level reader deals with the geography, civilization, and personalities of 28 countries in the Francophone world. It is intended primarily for Foreign Service students who are preparing for assignments in areas other than metropolitan France where French is one of the official languages. The five sections of the book deal with countries in central and northern Africa, Europe, North America, the Caribbean, and the Indian Ocean area. Each chapter provides several short readings on the culture of the country and comprehension questions on the passages. (AMH)

ED 200 027 FL 012 178

French Language Program Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-79-7105

Pub Date—Feb 79

Note—111p.; For related documents, see FL 012 179-183.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Communicative Competence (Languages), Cultural Education, Educational Media, Educational Objectives, *French, Instructional Materials, Language Skills, Learning Activities, *Modern Language Curriculum, Secondary Education, *Second Language Instruction, *State Curriculum Guides

Identifiers—Hawaii

This guide presents the philosophy, goals, and objectives, as well as the scope and sequence of French instruction at four levels for the public schools of Hawaii. The emphasis is on cultural awareness and communicative competence in French. The goals, objectives, and performance expectations are presented as guides from which teachers can derive specific objectives for their own situations. The guide has eight sections covering the following areas: (1) general outline and explanation of

philosophy, goals, objectives, and performance expectations in listening, speaking, reading, writing, and culture; (2) suggestions for teaching the four skills; (3) a curriculum outline for developing the four skills and incorporating phonology, morphology, syntax, vocabulary, and culture; (4) outline and charts of the scope and sequence of the secondary French language program; (5) a description and outline of performance expectations in skills and content according to level; (6) considerations on use of a textbook series and supplementary materials; (7) testing; and (8) ideas for learning activities. (AMH)

ED 200 028 FL 012 179

German Language Program Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-79-7539

Pub Date—May 79

Note—91p.; For related documents, see FL 012 178-183.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communicative Competence (Languages), Cultural Education, Educational Media, Educational Objectives, *German, Instructional Materials, Language Skills, Learning Activities, *Modern Language Curriculum, Secondary Education, *Second Language Instruction, *State Curriculum Guides

Identifiers—Hawaii

This guide presents the philosophy, goals, and objectives, as well as the scope and sequence of German instruction at four levels for the public schools of Hawaii. The emphasis is on cultural awareness and communicative competence in German. The goals, objectives, and performance expectations are presented as guides from which teachers can derive specific objectives for their own situations. The guide has eight sections covering the following areas: (1) general outline and explanation of philosophy, goals, objectives, and performance expectations in listening, speaking, reading, writing, and culture; (2) suggestions for teaching the four skills; (3) a curriculum outline for developing the four skills and incorporating phonology, morphology, syntax, vocabulary, and culture; (4) outline and charts of the scope and sequence of the secondary German language program; (5) a description and outline of performance expectation in skills and content according to level; (6) considerations on use of a textbook series and supplementary materials; (7) testing; and (8) ideas for learning activities. (AMH)

ED 200 029 FL 012 180

Hawaiian Language Program Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-79-7454

Pub Date—May 79

Note—122p.; For related documents, see FL 012 178-183.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Communicative Competence (Languages), Cultural Awareness, Educational Objectives, *Hawaiian, Language Skills, Learning Activities, *Malayo Polynesian Languages, *Modern Language Curriculum, Secondary Education, *Second Language Instruction, *State Curriculum Guides, Student Evaluation

Identifiers—Hawaii

This guide presents the philosophy, goals, and objectives, as well as the scope and sequence of Hawaiian language instruction at various levels for the public schools of Hawaii. The emphasis is on cultural awareness and communicative competence on Levels I-III. The guide has six sections covering the following areas: (1) a general outline and explanation of goals, objectives, and performance expectations in culture and the four language skills; (2) suggestions for teaching listening, speaking, reading, and writing; (3) scope and sequence charts for language skills development and the essentials for oral and written communication; (4) an outline of the Hawaiian language curriculum, Levels I-III; (5) a description and outline of performance expectations in skills and content according to level; and (6) sample student and course evaluation forms. Completing the volume are a bibliography, an appendices containing useful expressions, pronunciation guides, listening quizzes, and recommendations of the 1978 Hawaiian spelling project and notes on it. (AMH)

ED 200 030 FL 012 181

Japanese Language Program Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-79-8161

Pub Date—Sep 79

Note—129p.; For related documents, see FL 012 178-183.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Communicative Competence (Languages), Conversational Language Courses, Cultural Education, Educational Media, Educational Objectives, Instructional Materials, *Japanese, Language Skills, Language Tests, Learning Activities, *Modern Language Curriculum, Secondary Education, *Second Language Instruction, *State Curriculum Guides

Identifiers—Hawaii

This guide presents the philosophy, goals, and objectives, as well as the scope and sequence of Japanese language instruction at the secondary level for the public schools of Hawaii. The guide is intended to aid schools in developing their own instructional program and objectives. The six chapters of the guide treat the following points: (1) general outline and explanation of philosophy, goals, objectives, and performance expectations in listening, speaking, reading, writing, and culture; (2) methods and techniques for teaching the sound system, grammatical patterns, vocabulary, culture, reading, and writing; (3) the scope and sequence of content and skills development for Levels I-IV; (4) testing and evaluation of audio-lingual, and reading and writing skills, as well as test evaluation criteria; (5) considerations on use of a textbook series and supplementary materials; and (6) ideas for learning activities. An appendix includes objectives, course outline, sample lesson plans, and exercises for conversational classes, Levels I and II. A bibliography completes the volume. (AMH)

ED 200 031 FL 012 182

Russian Language Program Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-80-9910

Pub Date—Sep 80

Note—106p.; For related documents, see FL 012 178-183.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Communicative Competence (Languages), Conversational Language Courses, Cultural Education, Educational Objectives, Language Skills, Learning Activities, *Modern Language Curriculum, *Russian, Secondary Education, *Second Language Instruction, *State Curriculum Guides, Teaching Methods

Identifiers—Hawaii

This program guide expresses the philosophy, goals, and objectives, and outlines the scope and sequence of Russian instruction at various levels for the public schools of Hawaii. The emphasis is on development of the communication skills—listening, speaking, reading, and writing. The goals, objectives, and performance expectations are presented as guides from which teachers can derive specific objectives and procedures for their own situations. The guide has five sections covering the following areas: (1) general outline and explanation of philosophy, goals, objectives, and performance expectations in listening, speaking, reading, writing, and culture; (2) suggestions for teaching the four skills; (3) scope and sequence charts of the secondary school Russian program, covering language and culture courses, and conversation and culture classes; (4) a curriculum outline for language and culture, Levels I through VI, and for conversation and culture, Levels I and II; and (5) a description of levels and skills development in terms of general expectations of the student for each level of study. (AMH)

ED 200 032 FL 012 183

Spanish Program Guide.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—RS-78-6719

Pub Date—Dec 78

Note—105p.; For related documents, see FL 012 178-182.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Communicative Competence (Languages), Cultural Education, Educational Media, Educational Objectives, Instructional Materials, Language Skills, Learning Activities, *Modern Language Curriculum, Secondary Education, *Second Language Instruction, *Spanish, *State Curriculum Guides

Identifiers—Hawaii

This guide presents the philosophy, goals, and objectives, as well as the scope and sequence of Spanish language instruction at four levels for the public secondary schools of Hawaii. The emphasis is on producing communicative competence in Spanish. The goals, objectives, and performance expectations are presented as guides from which teachers can derive specific objectives for their own situations. The guide has four sections covering the following areas: (1) general outline and explanation of philosophy, goals, objectives, and performance expectations in listening, speaking, reading, writing, and culture; (2) suggestions for teaching the four skills; (3) outline and charts on the scope and sequence of the secondary Spanish language program, and a detailed description of the content and skills of Levels I to IV; (4) consideration on use of a textbook series and supplementary materials; and (5) testing. (AMH)

ED 200 033

FL 012 190

Perren, G. E., Ed.

Foreign Languages in Education. NCLE Papers and Reports 1.

Centre for Information on Language Teaching, London (England).

Report No.—ISBN-0-903466-22-8

Pub Date—79

Note—98p.; For related document see FL 012 191.

Light print may not reproduce clearly.

Available from—Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England (4 pounds).

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Careers, Elementary Secondary Education, Employment Opportunities, Language Planning, *Language Role, *Language Teachers, *Needs Assessment, *Second Language Programs, Statistical Data, *Teacher Education

Identifiers—*England

This is the first of two volumes of working papers produced by working groups of the National Congress on Languages in Education. The papers in this volume are concerned with the priorities to be accorded to non-native languages at all levels of education in Britain. The following papers are included: (1) "Foreign Languages in the School Curriculum," by C. V. James; (2) "The Linguistic Needs of Pupils," by E. W. Hawkins; (3) "Priorities and Patterns of Provision," by G. R. Potter; (4) "The Education of Teachers of Foreign Languages," by R. J. Godfrey and E. W. Hawkins; (5) "Foreign Languages in Industry and Commerce," by A. C. W. Crane; and (6) "The Views of School Heads: A Survey," by G. M. Matthews. (AMH)

ED 200 034

FL 012 191

Perren, G. E., Ed.

The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2.

Centre for Information on Language Teaching, London (England).

Report No.—ISBN-0-903466-23-6

Pub Date—79

Note—116p.; For related document see FL 012 190.

Light print may not reproduce clearly. Available from—Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England (4 pounds).

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Applied Linguistics, *Educational Assessment, Elementary Secondary Education, English, English (Second Language), *Language Acquisition, Language Attitudes, Language Teachers, Minority Groups, *Native Language Instruction, Postsecondary Education, Psycholinguistics, *Second Language Instruction, *Second Language Learning, Teacher Education

Identifiers—*England

This is the second of two volumes of working papers produced by working groups of the National

Congress on Languages in Education. The papers in this volume are concerned with the relationship between the acquisition and teaching of the native language and the learning and teaching of other languages. The papers included are the following: (1) "First and Second Language Learning," by V. J. Cook, J. Long, and S. McDonough; (2) "English as a Mother Tongue," by H. Rosen and L. Stratta; (3) "Languages and Minority Groups," by G. E. Perren; (4) "Language as a Curriculum Study," by E. W. Hawkins; (5) "Mother Tongue and Foreign Language Teaching in France," by C. E. Dawson; (6) "Mother Tongue and Foreign Language Assessment in North America," by C. Burstall; and (7) "The Education and Training of Teachers," by A. Spicer, W. H. Mittins, and C. E. Dawson. (AMH)

ED 200 035

FL 012 199

Lewis, E. Glyn

Research Survey of Bilingualism and Bilingual Education in the Soviet Union.

Center for Applied Linguistics, Washington, D.C. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 80

Contract—400-77-0049

Note—122p.; Some reproduction problems, especially in appended materials. Best copy available.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bilingual Education, *Bilingualism, *Comparative Education, Educational Philosophy, *Educational Policy, Ethnography, Foreign Countries, Language Acquisition, Learning Theories, Psycholinguistics, *Public Policy, Russian, Second Language Instruction, Second Language Learning, Sociocultural Patterns, *Sociolinguistics

Identifiers—Bilingual Programs, *USSR

The state of the art of bilingual education in the Soviet Union is surveyed. The social context of Soviet bilingualism is discussed with reference to sources of heterogeneity, modernization as a motivating factor, political dimensions, and Soviet bases of research. The sociolinguistic paradigm of Soviet society is viewed as a function of the need to develop literacy, a need which is intimately tied to the status of Russian as the dominant language. The ethnological issues encompass the diverse ethnicity of the Soviet Union, aspects of demography, urbanization, and inter-ethnic marriages. The ideologically colored assumptions regarding language acquisition processes are set forth. These have implications for the development of a Soviet theory for language pedagogy, for the use of the native language in learning second languages, and for a psychology of language acquisition and bilingualism. Various types of programs for bilingual education and Russian as a second language are described. A bibliography and a variety of statistical tables are appended. (JB)

ED 200 036

FL 012 204

Pack, Alice C., Ed.

TESL Reporter, Vol. 5, Nos. 2 and 4.

Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date—72

Note—38p.; Some faint print. For the rest of Volume 5, see ED 077 298 and ED 184 348.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Drama, Educational Games, *English (Second Language), Pronouns, *Second Language Instruction, Standardized Tests, Vocabulary

These issues contain articles for teachers of English as a second language on creative drama, teaching pronouns, standardized tests, vocabulary instruction, and a variety of games and classroom techniques. (JB)

ED 200 037

FL 012 223

Bordeleau, Louis-Gabriel. And Others.

Les écoles secondaires de langue française en Ontario: Dix ans après (French Language Secondary Schools in Ontario: Ten Years Later).

Ontario Ministry of Colleges and Universities, Toronto.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date—80

Note—250p.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada (\$6.00).

Language—French

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Bilingual Education, Educational Legislation, Ethnic Groups, *French, High Schools, Language Maintenance, Language of Instruction, *Language Planning, *Native Language Instruction, Parent Attitudes, Secondary Education, Statistical Analysis, *Student Educational Objectives

Identifiers—*French Canadians, *Ontario

This is a study of the educational experience of Franco-Ontarians at the secondary level, dealing specifically with the development and achievement of French-language instructional units, and community expectations of such units. The report starts with a review of the history of secondary French-language education from 1848 to 1968, the year in which the public sector began to provide for the educational needs of French-speaking Ontarians. The second chapter examines the evolution of legislation applicable to French-language instructional units at the secondary level, and the implementation of the legislation throughout the province. The third section discusses the collection and statistical analysis of data collected from secondary school students, parents, and teachers from the Franco-Ontarian community. Analysis of these data indicates that the French secondary schools respond more adequately to the expressed needs of Franco-Ontarians than do the bilingual secondary schools. In addition to general reports and data gathered from the French-language advisory committees, the last chapter presents summaries and analyses of data collected in each region of the province. (AMH)

ED 200 038

FL 012 225

Pimsleur, Paul

How to Learn a Foreign Language.

Pub Date—80

Note—113p.

Available from—Heinle & Heinle Publishers, 51 Sleeper Street, Boston, MA 02210 (\$7.50).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Grammar, *Learning Activities, *Nonverbal Communication, *Pronunciation, *Second Language Learning, Speech Communication, *Vocabulary

This book covers many practical aspects of language learning. The first section entitled "The 'Whys' of Language Learning" discusses such topics as the following: (1) everyone can learn a language; (2) easier and more difficult elements in a language and classification of languages according to difficulty for speakers of English; (3) length of time that is needed to learn a language; (4) criteria for selection of a language; (5) "tricks of the trade" in language-learning; (6) organic learning; and (7) intonation. The second chapter deals with techniques for mastering pronunciation, grammar, and vocabulary. The concluding chapter deals with non-verbal aspects of communication and ways to learn them. (AMH)

ED 200 039

FL 012 226

Chastain, Kenneth

Toward a Philosophy of Second-Language Learning and Teaching. The Foreign & Second Language Education Series.

Pub Date—80

Note—115p.

Available from—Heinle & Heinle Publishers, Inc., 51 Sleeper Street, Boston, MA 02210 (\$8.50).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Applied Linguistics, Cognitive Objectives, Communicative Competence (Languages), Error Analysis (Language), Error Patterns, Higher Education, *Language Processing, Language Tests, Listening Comprehension, Secondary Education, *Second Language Instruction, *Second Language Learning, Teaching Methods, Writing (Composition)

This study presents a synthesis of major dimensions of the second language teaching-learning process. The first four chapters survey some factors which are considered important in this process and examine what is known and unknown about each one. Subsequent chapters deal with the following problems: (1) language learners' errors, (2) considerations on a rationale for composition and a system of accountability, (3) evaluating expressive objectives, (4) evaluating listening comprehension tests,

and (5) a sample program for testing linguistic elements and using them for communication. The final chapter deals with student reactions to second language learning and second language classes. (Author/AMH)

ED 200 040 FL 012 227

Klingensmith, Robert, Ed.

Foreign Language Framework for California Public Schools: Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.

Pub Date—80

Note—41p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 (\$2.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communicative Competence (Languages), Cross Cultural Training, Educational Objectives, Elementary Secondary Education, *Instructional Improvement, *Language Role, *Modern Language Curriculum, *Second Language Programs, Teaching Methods

This framework provides guidelines for use in planning, implementing, and evaluating foreign language instruction. The emphasis is on the following topics: (1) goals, benefits, and rationale of foreign language study; (2) the need for foreign language learning as a catalyst for human interaction in a multicultural society; (3) organizational options for meeting a diversity of needs; (4) the relationship of foreign language study to other disciplines; (5) elements of effective foreign language instruction, including a discussion of planning, instructional objectives, classroom activities, cocurricular and extramural activities, resources, and evaluation techniques; (6) assessment of foreign language instruction; and (7) responsibilities for effective foreign language programs. Three appendices include the following documents and lists: (1) legal provision for foreign language instruction in California, (2) criteria for selection of instructional materials, and (3) professional foreign language organizations in California. (Author/AMH)

ED 200 041 FL 012 228

Pack, Alice C., Ed.

TESL Reporter, Vol. 6, No. 3. Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.

Pub Date—73

Note—17p.; Some faint print. For the rest of Volume 6, see ED 077 287-289.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Body Language, Cultural Influences, *English (Second Language), Job Skills, *Second Language Programs, Speech Instruction, Tutorial Programs

Identifiers—Church College of Hawaii

The following articles on teaching English as a second language are included in this issue: (1) "ELL Tutorial" (about the tutorial program at the English Language Institute of the Church College of Hawaii) by Michael E. Foley; (2) "English-TESL Programs at the Church College of Hawaii" by Jay Fox; (3) "Developmental Speech Classes" by Brent Pickering; (4) "JOBS" (Job Opportunities through Better Skills) by Kenneth Werner, and (5) "Interpretations of Kinesics are Cultural Not Universal" by Alice C. Pack. (JB)

ED 200 042 FL 012 229

Fox, James And Others

Telephone Gambits. A Module for Teaching Telephone English to Second Language Learners. Public Service Commission of Canada, Ottawa (Ontario). Language Training Branch.

Pub Date—80

Note—51p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Communication Skills, *English (Second Language), Intonation, *Language Usage, Learning Activities, Learning Modules, Postsecondary Education, Secondary Education, *Second Language Instruction, Sociolinguistics, *Speech Communication, *Telephone Usage Instruction, Vocabulary

This module contains a number of explanations and activities on appropriate phrases and intonation for telephone communication. The parts of the module cover the following: (1) telephone vocabu-

lary, (2) parts of the telephone, (3) standard phrases used in all calls, (4) activities that occur in business calls, (5) speech communication problems during the call, (6) calls for special purposes, and (7) handling complications. Each part is subdivided into small activity sections, and is illustrated with comic-strip drawings. Each activity also has discussion questions and practice exercises. Three consolidation exercises and a reference list for the teacher complete the volume. (AMH)

ED 200 043 FL 012 232

House, Juliane M.

Theoretical Aspects of Translation.

Pub Date—71

Note—104p.; Master's Thesis, University of Toronto.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Applied Linguistics, Biculturalism, Bilingualism, Descriptive Linguistics, Language Research, Language Universals, Linguistic Theory, Second Language Instruction, *Semantics, Sociolinguistics, Structural Analysis (Linguistics), *Translation

This study attempts to bring some clarification into the concept of translation, especially into the theoretical problems presented by the difficulties of translation. The following aspects of the question are treated: (1) translation in the past and present, including the controversy over translation as an art or a science, the relevance of linguistics to translation, and translation studied from a linguistic point of view; (2) theoretical problems, with special attention to the impossibilities of translation, various structuralist approaches to meaning, as well as two versions of the hypothesis that different languages embody different world-views, which provide strong arguments against the possibility of translation; and (3) theories of the importance of the cultural and situational context in translation, as well as proposals of language universals, which supply arguments for translatability. It is seen that translatability finds its limits under certain specifiable conditions. The study concludes with a discussion of some possible consequences of the findings for the use of translation in the foreign language classroom. (Author/AMH)

ED 200 044 FL 012 233

Fraser, Carol

Teaching Writing Skills: Focus on the Process.

Pub Date—79

Note—16p.; Paper presented at the conference of the Canadian Council of Teachers of English (Ottawa, Ontario, May 1979).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*English (Second Language), Postsecondary Education, Secondary Education, Second Language Instruction, *Writing Instruction, *Writing Processes

Current views of the writing process are explored, and implications are drawn from them for the teaching of writing skills in the second language class. Certain psychological processes seem to be common to most writing tasks, namely: (1) the conception stage; (2) the incubation stage, in which two mental processes are at work getting the facts and arriving at a synthesis in terms of the writer's own thinking; and (3) the production, or actual writing stage. A final element that could be added is the revision process in which the writer takes on the role of the reader. Another writing-process model incorporates these stages, and points out the need to edit continuously as one writes in order to bridge the gap between thinking, which proceeds at a rapid rate, and transcribing, a much slower process. According to a composite model drawn from the research literature, teacher input into the writing process is most effective in the pre-writing and the rewriting stages. Suggestions for this input are: (1) facilitating student recall of information; (2) specifying the context as clearly as possible; (3) helping the student get the data right in terms of his or her own intentions; (4) correcting student errors, preferably in an interview; (5) teaching the student how to edit; and (6) using controlled exercises. (AMH)

ED 200 045 FL 012 234

Grosse, Philip

Le Golf, El Golf, and Le Baseball.

Pub Date—80

Note—74p.; For the Spanish-English version of "Le Baseball" see ED 192 547.

Available from—Philip Grosse, 5055 N. 83 Street, Scottsdale, AZ 85253 (\$1.25 per booklet, including postage, 20% discount on orders of \$10.00 or more).

Language—English; Spanish; French
Pub Type—Reference Materials - Vocabulary/Classifications (134) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Baseball, *English (Second Language), *French, *Golf, Postsecondary Education, Secondary Education, Second Language Learning, *Spanish, *Vocabulary

Three bilingual booklets are presented listing technical terms for golf and baseball. The golf terms are in French-English and Spanish-English lists; the baseball terms are in French-English. The French terms are taken from French-Canadian newspapers, books, and periodicals, while the Spanish terms are taken from Mexican newspapers, books, and magazines. Many of the words are taken directly from the English, and some have alternate French or Spanish forms. In cases where sentences rather than words are shown, the sentences were excerpted from French or Spanish newspaper reports of actual games or events. (AMH)

ED 200 046 FL 012 236

Spears, Arthur K.

The Other "Come" in Black English.

Southwest Educational Development Lab., Austin, Tex.

Pub Date—Sep 80

Note—17p.; In its Working Papers in Sociolinguistics, Number 77, p1-15, Sep 1980. Revised version of a paper presented at the Annual Meeting of the Linguistic Society of America (Los Angeles, CA, December 1979). Small print may not reproduce clearly.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Dialects, Creoles, Grammar, *Language Usage, *Language Variation, *Pragmatics, Semantics, Sociolinguistics, Syntax, *Verbs

Identifiers—*Modal Auxiliary Verbs

In Black English (BE), in addition to the motion verb "come," there exists a modal-like "come" which expresses speaker indignation. This "come" is comparable to other modal-like forms, identical to motion verbs, which occur in Black and non-Black varieties of English, and which signal various degrees of disapproval. However, this usage of "come" occurs in BE only. It is of special interest that it occurs even in acrolectal varieties of BE, thus showing that the post-creole continuum in the United States differs from that in Guyana as described by Bickerton, who states that forms identical to forms in the base-language but which are functionally distinct do not occur in acrolectal varieties. The case for the grammaticalization of the mood, indignation, by usage of "come" is elaborated as is its relation to "gone," which is used to express disapproval. (Author/AMH)

ED 200 047 FL 012 237

Wynn, Eleanor Herasimchuk

The Secretary as an Information Resource.

Southwest Educational Development Lab., Austin, Tex.

Pub Date—Sep 80

Note—29p.; In its Working Papers in Sociolinguistics, Number 78, p1-25 Sep 1980. Small print may be marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Discourse Analysis, Human Relations, Information Sources, *Information Systems, Interaction, Operations *Research, *Organizational Communication, *Secretaries, Sociolinguistics, *Speech Communication

The purpose of this study was to learn something about information-transmission procedures in offices. It was hypothesized that certain kinds of information and communication activities have particular properties, and that some of these activities are best pursued in face-to-face communication situations. Natural conversations involving an executive secretary were taped for a total of six hours

on two different days. The conversations were analyzed interpretively to find out what was talked about. One new conception of verbal communication derived from this project was that office conversation provides for the existence of a "diffuse information system," that is, a flow of trivial commentary which is, in fact, the bearer of information about the office. The communications included: (1) locating people and things, (2) conversations mixing personal and office-related topics, (3) state of affairs information, and (4) facilitating activities and encouraging people. The data indicate that the sociability of office work is useful to the transmission of certain kinds of information and to the execution of some activities. Also, face-to-face conversation seems to be more useful than written or computerized communications for providing and interpreting certain types of information. (AMH)

ED 200 048 FL 012 238

Proshan, Frank

Of Puppet Voices and Interlocutors: Exposing
Essences of Puppetry and Speech.

Southwest Educational Development Lab., Austin,
Tex.

Pub Date—Nov 80

Note—34p.; In its Working Papers in Sociolinguistics, Number 79, p1-31 Aug 1980. Small print may be marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Discourse Analysis, Language Processing, Language Research, *Language Usage, Language Variation, *Puppetry, *Semiotics, Sociolinguistics, *Speech Communication, Symbolic Language

Puppetry has potential for illuminating many aspects of human life. One of these aspects, the system of language and speech, is explored here. An examination of the widespread use of a voice-modifying instrument to provide the puppets' voices demonstrates that traditional puppeteers act both as folk linguists and as folk sociolinguists. The study examines several examples of puppet dialogue from different traditions in which voice modifiers are used. In all the traditions, it is found that the resources available to the puppeteer to increase the intelligibility of his distorted voice operate in three areas: dialogue, communicative event, and speech itself. In addition to speech modifiers, the use of other devices, such as foreign language words or accent, are examined for their ability to provide a distinct language in which puppets can interact. Three conclusions are derived from the study: (1) human speech is capable of being distorted and reduced without its sense being sacrificed, because of the inherent redundancies built into the speech system itself; (2) speech has its locus in dialogue and understanding is necessarily dialogic in nature; and (3) the essence of all art is the dynamic tension between illusion and reality. (AMH)

ED 200 049 FL 012 239

Leeds-Hurwitz, Wendy

The Use and Analysis of Uncommon Forms of
Address: A Business Example.

Southwest Educational Development Lab., Austin,
Tex.

Pub Date—Nov 80

Note—20p.; In its Working Papers in Sociolinguistics, Number 80, p1-18, Nov 1980. Small print may not reproduce clearly.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Employment Level, *Human Relations, Office Occupations, Rapport, *Sociolinguistics, *Speech Communication
Identifiers—*Address Forms

In every situation, many factors are involved in the choice of a particular form of address and there is usually more than one acceptable form. The setting for this study is the office of the director of a large business organization. The focus is a description of address forms used by a person holding the position of director of a committee, an ambiguous position in the organizational hierarchy. The particular factors that are significant here are status and intimacy. The ways that first names and nicknames are used within the committee office indicates that in that context, intimacy is a more important consideration in the choice of address forms than is status. A new compromise form of address, first name plus last name, was invented by the committee-director for use with the associate directors as a way of avoiding using either first name or title plus last name. Use of this particular address form is

interpreted as a means of calling attention to the committee-director's ambiguous status as well as the low intimacy factor. (AMH)

ED 200 050 FL 012 240

Thompson, Bozena Heniz

Linguistic Analysis of Natural Language Communication with Computers.

Pub Date—Nov 80

Note—53p.; Paper presented at the International Conference on Computational Linguistics (8th, Tokyo, Japan, September 30-October 4, 1980).

Pub Type—Reports - Research (143) — Speeches/-
Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Communication (Thought Transfer), *Computational Linguistics, English, *Input Output, *Programming Languages
Identifiers—*Natural Language

Interaction with computers in natural language requires a language that is flexible and suited to the task. This study of natural dialogue was undertaken to reveal those characteristics which can make computer English more natural. Experiments were made in three modes of communication: face-to-face, terminal-to-terminal, and human-to-computer, involving over 80 subjects, over 80,000 words, and over 50 hours. They showed some striking similarities, especially in sentence length, proportion of words in sentences, and the use of fragments, which is typical of dialogue. Detailed statistical analysis and comparisons are given. The nature and relative frequency of fragments, which have been classified into twelve categories, are shown in all modes. One finding was that in task oriented situations the syntax of interactions is influenced in all modes by this context in the direction of simplification. Analyses of the special characteristics of the computational mode, including the analysis of the subject's errors, provides guidance for the improvement of the habitability of such systems. (Author/AMH)

ED 200 051 FL 012 242

Fine, Elizabeth C.

Aesthetic Patterning of Verbal Art and the Performance-Centered Text.

Southwest Educational Development Lab., Austin,
Tex.

Pub Date—Sep 80

Note—33p.; In its Working Papers in Sociolinguistics, Number 74, p1-40, Sep 80.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Literature, *Discourse Analysis, *Folk Culture, Language Research, Literary Criticism, *Narration, Oral Interpretation, *Paralinguistics, Sociolinguistics
Identifiers—*Aesthetics, *Oral Literature

An artistic verbal performance is something more than words, yet most critical commentary on this genre focuses on the word, on the linguistic level. A methodology for making performance-centered texts is described based on the performance of "Stagolee," a story that originated from Julius Lester's book, "Black Folktales." A performance-centered text is defined as an intersemiotic translation from performance to print medium, which is to be studied on its own terms as a communicative, aesthetic transaction situated in a particular context. The perceptual focus of the analysis entails a grasping of meaning and reflects an intuitive epistemology. A performance of the story was videotaped, and paralinguistic and kinetic features were noted as well as vocal characterizers, dialect, pauses, emphases, and audience response. These were translated into the written text, transcribed in such a way that readers can restore the integral presence of the original text through performance. A comparison is made of this translation of the text and Lester's version. One conclusion of the study is that texts which neglect to record nonverbal and contextual features have missed a vital part of the aesthetic transaction. (AMH)

ED 200 052 FL 012 243

Fisher, Sue

The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication.

Southwest Educational Development Lab., Austin,
Tex.

Pub Date—Sep 80

Note—34p.; In its Working Papers in Sociolinguistics, Number 75.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Discourse Analysis, *Females, Gynecology, Interaction, *Medical Care Evaluation, Minority Groups, *Motivation Techniques, Nonverbal Communication, Oncology, *Physician Patient Relationship, Socioeconomic Influences, *Sociolinguistics, Verbal Communication

This paper examines how the exchange of information in medical interviews is organized, and how that organization produces and constrains the negotiation of treatment decisions. The analysis is drawn from the verbatim transcripts of audio-taped practitioner/patient communications, information gathered from medical files, and other ethnographic materials. Twenty-one women were followed during a two-year period in a paired set of outpatient clinics (Faculty and Community Reproductive Oncology Clinics) in a teaching hospital. The following factors were examined: (1) the strategic use of language by practitioners and patients to negotiate treatment decisions; and (2) how the negotiation is produced and constrained by the specific organizational context in which it occurs, the practical concerns of the participants, and the asymmetry of their relationship. The linking of three levels of analysis in this study led to the observation that poor, minority, or powerless women are likely to receive radical procedures, even when these are not mandated on medical grounds. (AMH)

ED 200 053 FL 012 245

Creider, Chet A.

Language Differences in Strategies for the Interactional Management of Conversation.

Pub Date—78

Note—21p.; Revised version of paper presented at the annual meeting of the American Association of Anthropologists (Los Angeles, CA, 1978). Not available in paper copy due to marginal legibility.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—African Culture, *Anthropological Linguistics, *Body Language, *Cultural Context, Discourse Analysis, English, Interaction, *Language Usage, Language Variation, *Pragmatics, Sociolinguistics, *Speech Communication, Tribes

Data from videotaped conversations in a number of East African languages and in English are used to establish the existence of a preference in the African interactional systems for the use of verbal feedback by listeners in contrast to a preference for the use of non-verbal (gaze, head nod) feedback in English. This difference is related to different understandings of the meaning of gaze behavior and to differences in preferred mutual postural orientation for conversation, deixis, and speaker turn length between the English and the African systems. (Author)

ED 200 054 FL 012 247

Gerver, David

Conference Interpretation: A Review of Recent Theory and Research.

Pub Date—Jun 80

Note—22p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, *Comprehension, Information Processing, Interpreters, *Language Processing, Linguistic Theory, Literature Reviews, Memory, Models, Psycholinguistics, Semantics, *Speech Communication, *Translation

The skilled performance of conference interpreters has aroused some interest of late, both on the part of interpreters interested in studying their own complex skills, and of psychologists interested in cognitive behavior. Recent theories in this field have concentrated on information processing aspects of the task, and on the role of anticipatory processes in understanding the source language speaker. These theories are discussed in the light of current approaches to the role of the organization of knowledge and inference processes in the understanding of discourse. It is suggested that conference interpreters are highly skilled professional bilinguals who constitute a potentially valuable source of data for testing theories of cognitive aspects of bilingualism. (Author)

ED 200 055 FL 012 251

Lim, Ho-Peng. *Comp.*
 UCLA Graduate Theses in English as a Second
 Language, 1969-1978.

Pub Date—80

Note—174p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, Contrastive Linguistics, Cultural Education, *English (Second Language), *Masters Theses, Material Development, Phonology, Reading Instruction, *Second Language Instruction, Teaching Methods, Testing

Identifiers—*University of California Los Angeles

This compilation provides abstracts of 150-200 words each for M.A. theses in Teaching English as a Second Language at the University of California, Los Angeles from the inception of that program in 1969 to the end of 1978. Each entry provides the author's name, thesis title, and name of committee chairperson. A subject index, a culture and language index, and an author index are appended. Theses are listed on the following topics: bilingualism and biculturalism, contrastive studies, culture, discourse analysis, English for specific purposes, error analysis, foreign language learning, language acquisition, language laboratory and visual materials, language policy, literature, materials preparation, methodology, neurolinguistics, phonology, psycholinguistic and sociolinguistic studies, reading, research and theory, second dialect, teacher training, and testing/measuring. (JB)

ED 200 056 FL 012 252

Yorio, Carlos A.

The Teacher's Attitude toward the Student's Output in the Second Language Classroom.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—80

Note—9p.; In its CATESOL Occasional Papers, Number 5, p1-8, Fall 1980. Paper presented at the Annual Convention of the Association of Teachers of English as an Additional Language (British Columbia, Canada, 1979); Also presented at the CATESOL State Conference (Los Angeles, CA, April, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Error Patterns, *Interlanguage, Language Usage, Postsecondary Education, Secondary Education, *Second Language Learning, *Teacher Attitudes

This discussion of student output concentrates on reasons for learner's errors, types of errors, and some techniques for correcting them. An error is defined as an unintentional deviation from an expected pattern, which could be a linguistic form, a phonological or a grammatical rule, or an incorrect form or expression in a particular situation. Most errors students make are variable, developmental, and a necessary part of the language-learning process. Generally, such errors can be dealt with in two ways: (1) by building in reviews in the syllabus, and (2) by keeping track of student errors and affording students the opportunity to correct their own errors. It is suggested that whatever method of correction is used, students should understand what the teacher is doing, and why. The method used with children might resemble the way children learn their own language. Methods used with adults would be variable, depending on the situation and the focus of the lesson. (AMH)

ED 200 057 FL 012 253

Uljin, Jan

Foreign Language Reading Research: Recent Trends and Future Prospects.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—80

Note—19p.; In its CATESOL Occasional Papers, Number 6, p16-33, Fall 1980. Paper presented at the CATESOL State Conference (San Diego, CA, April 1980). Occasional marginal legibility.

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Instructional Innovation, Language Research, Language Tests, Literature Reviews,

Native Language Instruction, Psycholinguistics, Reading Instruction, *Reading Processes, *Reading Research, *Second Language Instruction, Teaching Methods

Neither grammar-translation methods in foreign language learning nor the subsequent emphasis on spoken language paid sufficient attention to the importance of fluent reading with comprehension in a foreign language. However, the introduction of new means of testing, notably by multiple-choice questions, stimulated renewed interest in the importance of foreign language (FL) reading. This resulted in refined analysis of FL reading needs and the construction of reading exercises rather than design of models or theories to account for the reading process. At the same time, first language (L1) reading models and theories were losing their mechanical character and beginning to encompass the linguistic factors in a psycholinguistic approach. Second language (L2) reading research also profited from this progress, and theory-building and testing has started in the FL field as well. A review is made of research done in the 70's on the graphic, morphological, syntactic, textual, and semantic levels in reading. Comparisons are made with the L1 research and some speculation is offered on future developments, which may result in more efficient teaching programs and test devices in foreign language reading. (Author/AMH)

ED 200 058 FL 012 254

Bassano, Sharron

Instant Interaction for Entry-Level ESL Students.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—80

Note—12p.; In its CATESOL Occasional Papers, Number 6, p40-50, Fall 1980. Paper presented at the CATESOL Conference (San Diego, CA, April 18, 1980). Occasional marginal legibility.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, *Communicative Competence (Languages), Elementary Secondary Education, *English (Second Language), Postsecondary Education, Second Language Instruction, *Speech Communication

Identifiers—*Situational Functional Approach

One strategy available to beginning learners of English as a Second Language (ESL) is the use of memorized phrases or routines that they hear frequently in the out-of-class environment. These routines allow them to participate in basic sorts of interaction while they are waiting for their analytic linguistic ability to catch up with their communicative needs and desires. This study defines and distinguishes between affective and cognitive based classroom activities, and between acquisition and the learning process. It then argues for an eclectic language teaching methodology. A brief survey of the current research is presented relating to the use of memorized speech segments by beginning language learners, and an attempt is made to present a rationale for actively teaching prefabricated or routine formulas to beginning students as a viable strategy for early communication. Empirical evidence is given on the effect of this strategy on the classroom atmosphere, and the practical application and psycho-social effects by and on the students. Criteria are given for selection, as well as examples of interactions, and ideas to help the teacher implement this strategy. (Author/AMH)

ED 200 059 FL 012 255

Nesbitt, Laura Stokes

Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—80

Note—10p.; In its CATESOL Occasional Papers, Number 6, p56-64, Fall 1980. Slightly revised version of a paper presented at the CATESOL State Conference (Los Angeles, CA, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Content Analysis, *Discourse Analysis, *English (Second Language), *Language Styles, *North American English, Postsecondary Education, Secondary Education, Second Language Instruction, *Standard Spoken Usage,

Textbooks

Several frequently used oral language constructions are discussed in order to discover how frequently native speakers use these constructions, to observe which form of a disputed construction native speakers choose, and to review several widely used English as a Second Language (ESL) textbooks to determine whether or not they address these choices. Six language items were selected for study in spontaneous conversational exchanges between native speakers of current American English. Three talk shows on radio and television were analyzed and data are provided from 57 hours of television and radio conversation. In the analysis, level of discourse and language background of the speakers were considered. A textbook analysis revealed that usage appearing frequently in competent speech is not taught, nor is there attention to the informal spoken language register. It is suggested that teachers must recognize that a construction is neglected in the textbook, and then decide how to teach it, including an indication to the students regarding the variation between the textbook construction and the one used often in informal speech. (AMH)

ED 200 060 FL 012 256

Johns, Ann M.

Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date—80

Note—7p.; In its CATESOL Occasional Papers, Number 6, p65-70, Fall 1980.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Connected Discourse, *Discourse Analysis, *English (Second Language), *Error Analysis (Language), Language Patterns, *Paragraph Composition, Paragraphs, Postsecondary Education, Secondary Education, *Student Writing Models, *Writing Skills

Identifiers—*Cohesion (Written Composition)

The teaching of discourse features which affect the relations among sentences in a paragraph has often been delayed until students are considered advanced. Yet, because control of such features is considered essential to gaining control of language segments, instruction in these features should be given from the beginning. One category of discourse features, cohesion, is considered and five cohesive elements are identified. Examples of errors found in a corpus of 356 paragraphs written by college-level speakers of other languages are discussed in terms of reference, substitution, ellipsis, conjunction, and lexical cohesion. Two steps are considered which teachers of students at all proficiency levels can take to insure better understanding of cohesion. First, models of discourse can be used to study connective ties, and student compositions can be corrected only for cohesion errors. Secondly, students might be provided with an example of discourse to be read and examined in terms of several cohesion-related questions. A number of such questions are suggested. Finally, it is suggested that English as a Second Language texts might be used to emphasize discourse rather than concentrating on the sentence. (AMH)

ED 200 061 FL 012 257

Swing, Elizabeth Sherman

Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date—80

Note—214p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Biculturalism, Bilingual Education, *Bilingualism, *Culture Conflict, Ethnocentrism, *Language Role, Official Languages, *Political Power, Power Structure, School Community Relationship, Sociocultural Patterns, Sociolinguistics

Identifiers—*Belgium (Brussels), *Separatism

This study examines the role of schools as the primary agency for change in a bilingual country (Belgium) where a subordinate language group has emerged as the political and economic equal of the traditional power structure. The focus is on schools in Brussels, a city which has become a bilingual island surrounded by Dutch-language territory. The first part of the book explores the bilingualism of the country, and the second part studies the evolution

of linguistic separatism. Specifically, the following points are treated: (1) bilingualism and the native language imperative; (2) bilingualism in education; (3) three patterns of bilingual education, namely, elite, assimilationist, and dual medium models; (4) the emergence of the idea of a Flemish nation and its ramifications for education; (5) the equilibrium model of separatism in the Language Law of 1932; (6) the division of educational institutions into linguistic components called for in the Language Law of 1963; (7) the human rights implications of this division; (8) patterns of conflict as revealed in sample case histories for the years 1966-1971; and (9) developments during the 1970s. (AMH)

ED 200 062 FL 012 258

Nieto, Sonia

Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher.

Pub Date—77

Note—17p.; Paper presented at the Symposium on Spanish and Portuguese Bilingualism (Amherst, MA, November 19, 1977).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *Change Strategies, Community Action, Cultural Awareness, *Curriculum Development, Educational Change, Elementary Secondary Education, Instructional Innovation, Minority Groups, *Parent Participation, *Political Socialization, School Community Relationship, *Teacher Role

Identifiers—*Consciousness Raising

It is proposed that the role of teachers in bilingual education curriculum development is essential. The assumption is that pre-packaged curricula, programs, and materials cannot be effective because student and community needs differ from one situation to the other. Therefore, those persons involved in each situation should be the ones to develop the curriculum. In order to assume a central role in the curriculum development and implementation process, teachers need to develop skills in curriculum development as well as a critical consciousness. The first set of skills includes awareness of curriculum development as a decision-making process, the ability to perceive student needs and community culture, and skills in the instructional aspect of curriculum development. The second factor, critical consciousness, is viewed as a political act because it has to do with questions of power and powerlessness. A suggested framework for the process is the "curriculum collective," a core group of teachers and parents. This group would define itself, its tasks, and its political perspective. Teachers would interact with the collective as they implement the curriculum developed by the group. Assessment of the program would be on-going and effected through meetings among teachers, the collective, and the larger community. (AMH)

ED 200 063 FL 012 276

Andersen, Roger W. Ed.

New Dimensions in Second Language Acquisition Research.

Pub Date—81

Note—214p.; Proceedings of the Colloquium on Research on the Acquisition and Use of a Second Language Under Different Circumstances: Social, Situational, Neurological, and Psychological Factors, TESOL Conference (13th, Boston, MA, February 27-28, 1979).

Available from—Newbury House Publishers, Inc., Rowley, MA 01969 (\$14.95).

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Affective Measures, Chronological Age, Code Switching (Language), Epistemology, Experiential Learning, Hypnosis, Language Processing, *Language Research, Language Usage, Neurolinguistics, Pidgins, Prior Learning, Regional Dialects, *Second Language Learning

Identifiers—Critical Period, Lingua Francas, Singapore

The following papers are included: (1) "Some Common Goals for Second and First Language Acquisition Research" by Kenji Hakuta; (2) "Research on the Measurement of Affective Variables: Some Remaining Questions" by John W. Oller, Jr.; (3) "The Effects of Neurological Age on Nonprimary Language Acquisition" by Thomas Scovel; (4) "Exceptions to Critical Period Predictions: A Sinister Plot" by Herbert W. Seliger; (5) "Some Evidence for the Integrity and Interaction of Two Knowledge

Sources" by Ellen Bialystok; (6) "Hypnotism as a Tool in Second Language Research" by Russell N. Campbell and John H. Schumann; (7) "Input from the Inside: The Role of a Child's Prior Linguistic Experience in Second Language Learning" by Deborah Keller-Cohen; (8) "Target Language Use in the Wider Environment as a Factor in Its Acquisition" by Merrill Swain; (9) "Language Spread as a Perspective for the Study of Second Language Acquisition" by Robert L. Cooper; (10) "Formal Simplicity and Functional Simplification in Second Language Acquisition" by S. P. Corder; (11) "Form and Function in Second Language Learning: An Example from Singapore" by Jack C. Richards; and (12) "Two Perspectives on Pidginization as Second Language Acquisition" by Roger W. Andersen. Discussions follow several of the papers. (JB)

ED 200 064 FL 012 297

Sajavaara, Kari, Ed. Lehtonen, Jaakko, Ed.

Papers in Discourse and Contrastive Discourse Analysis. Jyväskylä Contrastive Studies, 5. Reports from the Department of English, University of Jyväskylä, No. 6.

Jyväskylä Univ. (Finland). Dept. of English.

Report No.—ISBN-951-678-448-8

Pub Date—80

Note—234p.; Some type too narrow to reproduce well.

Pub Type—Reports - General (140) — Collected Works - General (020)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Body Language, *Connected Discourse, *Contrastive Linguistics, Conversational Language Courses, *Discourse Analysis, *English, English (Second Language), Finnish, Second Language Learning

The following papers and reports are included: (1) "Prisoners of Code-Centred Privacy: Reflections on Contrastive Analysis and Related Disciplines" by Kari Sajavaara and Jaakko Lehtonen; (2) "The Methodology and Practice of Contrastive Discourse Analysis" by Sajavaara, Lehtonen, and Liisa Korpiemä; (3) "Interactional Activities in Discourse between Native and Finnish Speakers of English" by Aija Saario; (4) "Kinesics in Discourse between Native and Finnish Speakers of English" by Pirjo Valokorpi; (5) "Conversation Management from a Contrastive Point of View" by Eija Ventola; (6) "An Approach to a Linguistic Description of Drama Conversation" by Liisa Korpiemä; (7) "The Conversation Class: An Exercise in Applied Discourse Analysis" by Glyn Hughes, Maija Vasari, and David Wilson; (8) "Subject and Theme in English Discourse" by Liisa Lautamäki; and (9) "Notes on the Structure of English Expository Discourse Units" by Heikki Nyyssonen. (JB)

HE

ED 200 065 HE 013 229

Forest, Robert F.

A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.

Pub Date—Apr 79

Note—110p.; Ed.D. Practicum, Nova University. Not Available in paper copy due to marginal legibility of original.

Pub Type—Historical Materials (060) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Curriculum, *College Role, Curriculum Development, Decision Making, Educational Change, *Educational History, Government School Relationship, Higher Education, *Liberal Arts, Professional Education, *State Colleges, State Government, Teacher Education, Trend Analysis

Identifiers—*Castleton State College VT, *Vermont

The changes and expansions of Castleton State College curriculum from 1961 to 1979 are examined, and projections for the future are offered. The development from emphasis on teacher preparation to liberal arts has taken place at the college during this time period and since the college became a member of the Vermont State College system. The general problem facing the college has been the lack of support for the continued growth and development of its curriculum programs to meet the increasing higher education needs of southern Vermont. Additionally, there has been an increasing

movement on the part of the chancellor of the Vermont State Colleges away from the traditional liberal arts emphasis and toward more career/professional-oriented programs. After a review of research and literature on factors influencing curriculum development at other higher education institutions, institutional data that reveal influences on past curriculum decisions at the college were examined. Oral interviews were also conducted with faculty and administrators involved in curriculum development of the college. It is concluded that much of the uniqueness of the college in the past growth period has been due to the strong liberal arts core, and that this foundation was necessary for the continued expansion of programs. Specific conflict areas are noted, and options for the resolution of the conflict areas are suggested. Appendices include a list of oral interview questions, notes for interviews, minutes of Board of Trustees' meetings, academic program descriptions, and a list of Vermont State Colleges' academic programs. (SW)

ED 200 066 HE 013 348

Leslie, Peter M.

Canadian Universities 1980 and Beyond. Enrollment, Structural Change and Finance.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Report No.—AUCC-3

Pub Date—Sep 80

Note—460p.

Available from—Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Canada K1P 5N1 (\$15.00 Canada, \$17.50 U.S.).

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Finance, Financial Needs, *Financial Support, Fiscal Capacity, Foreign Countries, *Government Role, *Government School Relationship, *Higher Education, *Public Policy

Identifiers—*Canada

Various financing alternatives and their impact on Canadian university excellence were studied, in order to recommend a position representative of the Association of Universities and Colleges of Canada (AUCC). The following were considered: (1) the results of the other studies undertaken by the AUCC and previous study reports on university financing; (2) the financing of research and its relation to the quality of education and research for the future; (3) the role of tuition fees in university financing; (4) the financial aspects of accessibility to students and the socially disadvantaged; (5) federal, provincial, student, and private donor financial responsibilities; and (6) the mechanisms for financing continuing education, with special attention to the possible role of employees in the financing. Recommendations are provided regarding the proper extent of federal government concern with university affairs, including specific proposals for re-orienting federal activities accordingly. Because of provincial differences in cultural patterns, social needs, and their prospective demographic situation, each province has its own structure of educational institutions at the postsecondary level. Policy alternatives for provincial governments are presented, however, regarding grants, fees, financial aid, and research. A new design for federal policy is advanced that involves respect for provincial autonomy and provincial financial burdens. (PJM)

ED 200 067 HE 013 392

McComas, James D.

A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities.

Pub Date—24 Sep 80

Note—11p.; Paper presented to the Southern Association of Land-Grant Colleges and State Universities (Atlanta, GA, September 24, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *College Administration, Compliance (Legal), Educational Finance, *Educational Trends, Elementary Secondary Education, Faculty Workload, Federal Legislation, *Higher Education, Industry, *Land Grant Universities, Racial Discrimination, School Schedules, Sex Discrimination, *State Universities, Student Financial Aid

Identifiers—*Southern Assn of Land Grant Colls

State Univs, *United States (South)

Future concerns that member institutions of the Southern Association of Land-Grant Colleges and State Universities share and perspectives on academic leadership for the future are considered. Future concerns include implications of the trend to have an abbreviated university week, a tendency toward larger faculty workloads, the need for financial support to encourage doctoral study in engineering and related sciences, a need to further develop and improve elementary and secondary education, the need for universities to share with local and state governments in the effort to attract high technology and other industries to the South, the challenge of complying with federal legislation regarding racial and sexual discrimination in higher education, the need for universities to gain greater public confidence since legislatures have been increasingly controlling, and the need to find new and creative ways of funding higher education. It is suggested that in the future administrators should be prepared to: derive self-satisfaction from successfully performing job duties to offset the trend of criticism; realize that the positions of president and vice president for academic affairs will become more vulnerable as the reallocation of resources is necessary; experience a shorter period of tenure; counteract the trend of accrediting agencies making demands that are increasingly difficult to meet with today's resources; be more aggressive in recognizing and promoting scholarship among students and faculty; promote basic research as an investment in the future; and develop an approach that stresses the intangibles of a college degree. Appended information includes: the illiteracy rate by state reported by the Southern Regional Education Board; a ranking of southern states according to the percentage of the adult population with less than high school completion, 1974; and grade completion level by region, 1975. (SW)

ED 200 068

HE 013 393

McComas, James D.
Higher Education in the Eighties.

Pub Date—23 Aug 80

Note—8p.; Paper presented at a conference sponsored by the Faculty Development Center for Faculty and Staff, Mississippi State University (Lake Tiak O'Khata, MS, August 23, 1980).
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Groups, *College Planning, College Students, Declining Enrollment, *Educational Trends, *Government School Relationship, *Higher Education, Intercollegiate Cooperation, Liberal Arts, *Long Range Planning, *Resource Allocation, School Community Relationship, School Maintenance, State Government, Teacher Retirement, Teacher Selection, Trend Analysis.
Events and conditions over the last 20 years that have altered the course of higher education are briefly noted, and trends in higher education for the early eighties are examined. Among the past influences on higher education that illustrate the wisdom of planning for a realistic period of time, such as five years, are the following: the massive state funding of programs for the handicapped and special education laws, the government and court mandate to desegregate dual systems of higher education, affirmative action and equal opportunity legislation, and the recession. Trends in higher education for the early 1980s include the following: there is a decline in the number of students of traditional college age; changes in the retirement laws in 1982 will have an immediate impact on higher education; increased controls will be exercised by state governments; there will be movement toward standardization of programs, funding, and limitations of mission and scope; increased fuel costs will reduce weekend trips home by students at many universities; there may be an oversupply of doctors, lawyers, and veterinarians; a serious problem has been created by deferred maintenance and renovation; there will be opportunity for greater selection in securing new faculty and staff; the liberal education component will become a focal point; there will be greater involvement in public service activities; exchange programs with other universities will increase, both in and out of the country; and there will be a trend toward the reallocation of resources. An excerpt from Senate Bill No. 2977 of the Mississippi Legislature, regular session 1980, which addresses the development of a management information system plan and reports that should be made to the state legislature, is appended. (SW)

ED 200 069

HE 013 468

Chickering, Arthur And Others

The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.

Pub Date—81

Note—810p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94101 (\$29.95).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Adult Learning, *Adult Students, Cognitive Style, College Administration, *College Role, *College Students, Curriculum Development, Developmental Stages, *Educational Trends, Governance, *Higher Education, Instruction, Intellectual Disciplines, Professional Development, Student Characteristics, *Student College Relationship, Student Development, Student Needs, Student Personnel Services, Student Teacher Relationship

Identifiers—*Diversity (Student)

The challenges and reforms facing the modern American college having to deal with an increasingly diverse range of students—in terms of age, educational purposes, background and preparation, socioeconomic status, and ethnicity—are discussed. Thirteen chapters by professors in the arts, sciences, and professions discuss implications for their disciplines. In 14 other chapters, academic administrators and student personnel professionals provide a similar discussion for their specialties. Part One, Today's Students and Their Needs, offers a synthesis of basic information about the development and learning of adults, including traditional students aged 18 to 25. Its 14 chapters discuss areas such as intellectual and ego development, and learning problems the adult student faces. Part Two, Implications for Curriculum, develops the implications of research and theory examined in Part One for the curriculum; in particular, for a variety of academic disciplines and professional programs. Part Three, Consequences for Teaching, Student Services, and Administration, applies new knowledge about adults to college and university operations, including governance, instructional methods, and out-of-class activities. The introduction and conclusion serve as the foundation and closure points for theories discussed in the book. Individual authors include, among others: David A. Kolb, Robert J. Havighurst, Rita Preszler Weathersby, William G. Perry, Jr., K. Warner Schaie, Joyce Parr, Larry Friedlander, Paul Ward, Eloff Axel Carlson, Dean E. Griffith, Robert J. Menges, Jerry S. Gaff, Louis Benetz, Harold L. Hodgkinson, and Jack Lindquist. (LC)

ED 200 070

HE 013 505

Gilmore, Arthur W.

Placement of Engineering and Technology Graduates, 1980.

American Association of Engineering Societies, New York, N.Y. Engineering Manpower Commission.

Pub Date—Dec 80

Note—54p.; Appendices may not reproduce well due to small print.

Available from—American Association of Engineering Societies, 345 East 47th Street, New York, NY 10017 (\$25.00).

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *College Graduates, Doctoral Degrees, Economic Development, *Employment Opportunities, *Engineering, *Engineering Technology, Enrollment Trends, Females, Graduate Study, Higher Education, Innovation, Job Applicants, *Job Placement, Majors (Students), Masters Degrees, Minority Groups, Productivity, Questionnaires, Salaries

Information on the placement status of 1980 engineering and technology graduates is presented. At the doctoral degree level, the percentage without job offers or other firm plans was lower than in 1979. The bachelor's degree level experienced a one percentage point reduction in the number of graduates employed as of graduation compared to 1979, and the master's degree level dropped by 2 percent in the number of graduates employed at graduation. The job prospects for four-year engineering technology graduates, including those returning to a job as well as those considering job offers, were im-

proved over 1979. For graduates electing to continue their education, the majority at all degree levels selected a technical rather than a nontechnical program. Information is also presented on the associate-level technology graduate, average monthly starting salaries of new engineering and technology graduates, placement status of graduates by specific field of study, placement status of women and minority engineering and technology graduates, and enrollment and degree trends in engineering from the 1950s through 1979. An additional feature of the 1980 survey was questions relating to the current concerns about U.S. productivity and innovation. Of the 212 schools reporting, 9 percent stated that they were currently offering coursework in innovation and entrepreneurship. Another 7 percent indicated that such instruction was either currently offered as a part of ongoing courses in other areas or that they were now planning to offer such courses. A copy of the survey questionnaire, on which the results for all schools and degree levels are presented, is appended. (SW)

ED 200 071

HE 013 506

Ellis, Susanne D.

Employment Survey 1979. AIP Report.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

Report No.—AIP-R-282.3

Pub Date—Nov 80

Note—9p.

Available from—American Institute of Physics, Manpower Statistics Division, 335 East 45th St., New York, NY 10017.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Astronomy, Bachelors Degrees, *College Graduates, *Demand Occupations, Doctoral Degrees, Educational Background, Education Work Relationship, Employment Experience, *Employment Opportunities, Followup Studies, *Graduate Surveys, Higher Education, Individual Characteristics, Labor Market, Masters Degrees, Occupational Mobility, Occupational Surveys, *Physics, Vocational Followup

Results of a followup employment survey of 1979 physics and astronomy graduates are summarized. The employment-oriented graduates were asked in the winter of 1979-80 to describe their positions and comment on the extent to which they were satisfied with the start of their careers. Data on how long it takes a graduate to secure initial and potentially permanent employment indicates that the demand for physics degree recipients has increased at all degree levels. Changes in occupational status of new physics and astronomy graduates over a six-month period are indicated, and characteristics of employed physicists and astronomers who have doctorates are specified. The subfield chosen for the dissertation appears to influence the type of employment more than any of the other characteristics; less influential but noteworthy characteristics appear to be citizenship and age. Information is also provided on factors influencing the length of postdoctoral fellowships for 1978-79 doctoral-level physicists, employers of doctoral graduates who accepted potentially permanent positions, background characteristics and the employment status of 1978-79 masters degree recipients, and the time spent by employed masters to secure their initial employment. The data indicate that older graduates and those from master's institutions secure positions faster, and that there is a demand for teachers. Characteristics of bachelors-level physics graduates that influence the time required to secure employment, and the jobs obtained by bachelors-level astronomy graduates are also indicated. (SW)

ED 200 072

HE 013 511

Mathis, Emily Duncan Ashmore, Frances W.

Grant Administration Manual for Title III Coordinators.

Academy for Educational Development, Inc., Washington, D.C. Management Div.

Pub Date—Oct 80

Note—26p.; Recommended for use in grant coordination by the National Association of Title III Administrators.

Available from—Academy for Educational Development, 1414 22nd St., NW, Washington, DC 20037 (\$2.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Responsibility, Coordinators, *Developing Institutions, *Federal Aid, Federal Programs, *Grants, Guidelines, Higher Education, Intercollegiate Cooperation, Money Management, *Program Administration, Record-keeping

Identifiers—*Higher Education Act Title III

Guidelines for coordinators of programs under Title III of the Higher Education Act of 1965 are presented, based on a national survey of Title III program coordinators. The responsibilities of the coordinator and information on administering the Strengthening Developing Institutions Program (SDIP) grant are covered. The program can either be a special project administered separately from existing institutional programs or can be integrated into the established structure and operation of the college. Whether the role of the coordinator is that of a line officer or a staff officer, some common responsibilities can be identified. The coordinator serves as the link between the college and the Department of Education, between the college and other SDIP institutions, between related units on the campus and the president, and among the activity administrators. In addition to serving as advisor to the college president, the coordinator serves as a grant manager in establishing an orderly and efficient office, monitoring the budget, assisting agency and cooperative arrangements, and ensuring that program evaluation is conducted competently and that reporting requirements are met. The plan of action for implementing the grant covers the following: office space; staff; housekeeping; fiscal accounting; cooperative arrangements, assisting agencies, and consultants; policies and procedures manual; monitoring and evaluation; unallowable costs; site visits; fiscal audit; and close-out procedures. Appended are a glossary, information on the history of Title III, and references for the program. (SW)

ED 200 073 HE 013 517

Anh-Nguyet, Nguyen thi And Others

A Case for Establishing a Teaching and Learning Service Unit at U.N.E.

University of New England, Armidale (Australia). Report No.—ISBN-0-85834-243-X

Pub Date—May 79

Note—48p.; Photographs will not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Organization, Case Studies, Comparative Education, Curriculum Development, *Curriculum Study Centers, Educational Needs, Evaluation Needs, Faculty Development, Financial Support, *Foreign Countries, Higher Education, Information Needs, Institutional Role, Needs Assessment, Program Descriptions, Program Development, *Research and Development Centers, Research Needs, School Visitation, *Teacher Centers

Identifiers—*Australia, Australian National University, Flinders University of South Australia, Griffith University (Australia), Macquarie University (Australia), Monash University (Australia), University of Adelaide (Australia), University of Melbourne (Australia), University of New South Wales (Australia), University of Queensland (Australia)

The need for establishing a teaching and learning services unit at the University of New England (UNE) in Australia, and information on tertiary education units in nine Australian universities are examined. Among the reasons for establishing a services unit at UNE are the following: the idea of a service center has found acceptance within the academic community; the need for staff and course development has been well recognized; requests have been received by the Teaching, Learning and Assessment Committee for assistance in developing services and programs; there is a need for making more effective use of less abundant resources for teaching purposes; and there is a need to deal with growing competition for students. Considerations in creating the position of Director of Educational Services and proposed duties and functions of a Director are outlined. Academic staff development efforts in North America are briefly noted, and results of visiting teaching or research units of the following nine Australian universities are examined: University of Melbourne, Monash University, University of New South Wales, Macquarie University, The Australian National University, University of Queensland, Griffith University, University of

Adelaide, and Flinders University. For each unit, information is provided on origins, functions, organization, staffing, equipment, funding, research, and problems encountered. Guidelines for developing tertiary education units are appended. (SW)

ED 200 074 HE 013 531

Davis, Gary

Institutional Research and External Agency Reporting Responsibility.

Association for Institutional Research.

Pub Date—81

Note—5p.

Available from—Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.

Journal Cit—AIR Professional File; n8 Win 1980-81

Pub Type—Collected Works - Serials (022) - Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Compliance (Legal), Confidential Records, Cost Effectiveness, *Data Analysis, Data Collection, Educational Malpractice, Educational Responsibility, Government School Relationship, Higher Education, Information Needs, Information Seeking, *Information Utilization, *Institutional Evaluation, *Institutional Research, Legal Responsibility, Privacy, Program Effectiveness, Reliability, Research Needs, Research Utilization, Student Records, Use Studies

Ways that higher education institutions can improve their compliance procedures in responding to external requests for reports and information are addressed. Institutional officers must first determine how the data will be used by the external agency. By questioning how the requested information will be used, a determination can be made of what kind of data is actually required. Institutional officers also need to ask whether laws protecting the privacy of individuals whose records are held will not be violated. Each request for data should be analyzed for its probable cost to the institution. The effective collection of institutional data requires at least seven steps, which are listed (including notifying affected departments, preparing appropriate data reporting formats, and incorporating the edited, tabulated data into the institution's information management system, or filing it, or recording it as an "occasional report"). The institution also needs to monitor the analysis of its data by external agencies to assure that the reported information is analyzed adequately and properly. An example of recurring, inadequate agency analysis of institutional data is the tendency of state agencies to ignore the distinction between fixed and variable costs faced by institutions with fluctuating enrollments. By reviewing the agency's use of data in decision-making, the institution can judge whether to provide a minimum of information or more extensive data. Once every three years, college and university administrators should prepare a careful summary tabulation of the number of external data requests that they have received and the ways in which each was processed. (SW)

ED 200 075 HE 013 532

Hunter, Jacqueline And Others

CAUSE Grant SER77-06227. Final Report.

Xavier Univ. of Louisiana, New Orleans.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Dec 80

Grant—NSF-SER-77-06227

Note—194p.; Appendices may not reproduce well.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academic Achievement, *Academic Persistence, Achievement Tests, Biology, Black Colleges, Chemistry, Cognitive Objectives, *College Mathematics, *College Science, College Students, Course Content, Critical Thinking, Departments, *Developmental Studies Programs, Educational Assessment, Educational Objectives, Higher Education, *Introductory Courses, Learning Centers (Classroom), Physics, Program Evaluation, Program Implementation, Quantitative Tests, Science Departments, Science Tests, Student Evaluation, Test Construction

Identifiers—*Xavier University of Louisiana

The implementation and evaluation of a project at Xavier University of Louisiana that was designed to

increase performance and academic persistence in entry-level mathematics and science courses are described. The University's CAUSE Project was a cooperative effort by the departments of biology, chemistry, mathematics, and physics. Strategies of the project were to: develop a mechanism whereby the department assumed responsibility for choosing content and deciding pacing for entry-level courses; develop detailed prescriptions for and administer final exams to assess progress from year to year; and develop a set of alternate pathways for learning content objectives. Each of four departments have developed and refined student handbooks containing content objectives, related sample problems, and a list of alternate learning aids for each topic; developed common final course examinations; developed and field tested at least five Piagetian-based laboratory experiments designed to promote analytical thinking skills; and jointly planned, renovated, and furnished a multidisciplinary Alternate Pathway Learning Center. Among the results of the project are that the chemistry and physics departments increased the percentage of students completing both semesters with a grade C or better. Results for the other departments are also presented. A detailed outline of implementation activities and extensive appended materials on the project are included. (SW)

ED 200 076 HE 013 534

Jones, Vernon A.

Centres of Excellence in British Universities.

Pub Date—30 Sep 80

Note—176p.; M.S. Dissertation, Durham University.

Pub Type—Dissertations/Theses - Masters Theses (042) - Information Analyses (070) - Historical Materials (060)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Standards, College Administration, College Role, Departments, Educational History, Educational Objectives, *Educational Quality, *Evaluation Criteria, Faculty Evaluation, Foreign Countries, Governance, Higher Education, *Program Effectiveness, Program Evaluation, *Recognition (Achievement), Research Projects, *Scholarship, Teacher Effectiveness

Identifiers—*Centres of Excellence, *Great Britain

Historical information concerning Centres of Excellence in British Universities and the concept of excellence in relation to the roles and functions of the universities, the elements of excellence, and equality are considered. The term "centre of excellence" may be applied to an institution or department that has successfully specialized in teaching a range of related subjects or has become preeminent in the study of a single subject. Centres of Excellence are traced from the ancient Greeks and Romans to the present British universities. The concepts of excellence and equality are pursued in relation to universities and elite, mass, and universal higher education. A number of views are analyzed to help determine what factors or elements should be included in the meaning of excellence. Excellence in teaching, research, and students is addressed with attention to keeping research and teaching together in universities. Excellence in the various aspects of teaching and basic and applied research is examined. The measurement of excellence in teaching, research, and programs is analyzed in relation to the present environment of scarce resources for higher education. Program evaluation, teacher education, the measurement of research output, and the measurement of department excellence are also covered. The roles of government, the University Grants Committee, and management in resource allocation are examined in relation to excellence in the functions of universities, and the dilemmas facing university administrators for the next decade are noted. A bibliography and information on the interviewing undertaken as part of the analysis of Centres of Excellence are appended. (SW)

ED 200 077 HE 013 537

Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association.

American Bar Association, Chicago, Ill.

Pub Date—Nov 80

Note—127p.

Available from—American Bar Association, 1155 E. 60th Street, Chicago, IL 60637 (Single copies free; additional copies \$1.00 each).

Pub Type—Information Analyses (070)—Historical Materials (060)—Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Career Choice, College Faculty, *Educational Change, Educational History, *Education Work Relationship, Financial Support, Graduate Study, Higher Education, *Law Schools, *Lawyers, *Legal Education, Position Papers, *Professional Education, Social Action, Social Responsibility, Teacher Background, Undergraduate Study, Vocational Adjustment

Identifiers—American Bar Foundation, Association of American Law Schools

A study of legal education and professionalism conducted by an American Bar Association committee is examined along with the historical background of legal education and reform attempts, financial resources for stability and reform, and recommendations of the committee. The study rationale is explained, and aspects of prelegal undergraduate education, legal education, and postgraduate professional education that are amenable to reform are addressed. The literature review on legal education and the legal profession focuses on empirical findings and their implications for reform. The literature review addresses the following issues: questions about choosing legal education and a legal career, questions about law school, the background characteristics of law teachers, questions about transition from law school to law practice, and the extent to which the legal profession is stratified and the consequences. The problem of financial resources is considered because it is an important prerequisite to implementation of the committee's recommendations. The recommendations are designed to provide guidance for those making policy decisions affecting legal education and the legal profession. The committee recommended that there be a study of existing law school programs that augment the core curriculum, and that the skills training recommendations of the Cramton Task Force be supported and implemented. A bibliography of American Bar Foundation studies and a statement on prelegal education of the Association of American Law Schools (1953) are appended. (SW)

ED 200 078 HE 013 538

Lockwood, G. Prosser, E.

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—Nov 79

Note—193p. For related documents, see HE 013 539, HE 013 655-656. All four documents available as a set only from OECD. Individual reports available from EDRS in microfiche only.

Available from—IMHE Programme, OECD/CERI, 2, rue André Pascal, 75775 Paris CEDEX 16, France (\$30.00 complete set of 4).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, *Administrative Organization, Administrative Policy, Administrator Attitudes, Budgeting, *College Administration, College Environment, College Planning, Comparative Analysis, *Comparative Education, Compliance (Legal), Decision Making, Educational Assessment, Educational Demand, Educational Finance, Faculty College Relationship, Financial Problems, *Foreign Countries, Higher Education, Institutional Autonomy, *Institutional Characteristics, Legal Responsibility, Organizational Climate, Policy Formation, Productivity, School Size, Self Evaluation (Groups), Student Attitudes, Student College Relationship, Teacher Attitudes, Trend Analysis

Identifiers—Denmark, *Europe (West), Ireland, Norway, Sweden, United Kingdom

Trends in university management in Denmark, Ireland, Norway, Sweden, and the United Kingdom were studied as part of a larger study of European universities. The survey instrument collected information on basic facts on the institution, the organizational system, the decision-making system, the administrative structure, management techniques and innovations, and opinions concerning the difficulties faced by management and major improvements management should implement. Key content areas of the study were as follows: educational demands as influenced by demographic swings and pressures on behalf of particular interest groups,

new legal requirements and restrictions, public accountability, institutional autonomy, increases in the number and sizes of universities, effects of economic uncertainty, the increasing complexity of university management, a lack of internal cohesion or consensus within many universities, management/employee relations, and pressures to increase productivity. Different types of management structures and practices were also studied, including budgeting techniques, space utilization, and planning models of student enrollment. Additional concerns were the effects of the professionalization of university administrators, trends toward specialization, and whether changes in administrative structures have occurred. Future projections concerning the management of European institutions and comparisons to the current situation in North America are included. (SW)

ED 200 079 HE 013 539

Bender, Ignaz Henning, Wolfgang

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—Jan 80

Note—186p. For related documents, see HE 013 538, HE 013 655-656. All four documents available as a set only from OECD. Individual reports available from EDRS in microfiche only.

Available from—IMHE Programme, OECD/CERI, 2, rue André Pascal, 75775 Paris CEDEX 16, France (\$30.00 complete set of 4).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, *Administrative Organization, Administrative Policy, Administrator Attitudes, *College Administration, College Environment, Comparative Education, Compliance (Legal), *Decision Making, Economic Climate, Educational Demand, Faculty College Relationship, Financial Problems, *Foreign Countries, Higher Education, Institutional Characteristics, Legal Responsibility, Organizational Climate, Organization Size (Groups), *Policy Formation, Productivity, School Organization, Student Attitudes, Teacher Attitudes, Trend Analysis, *Universities

Identifiers—Austria, *Europe (West), Germany, Netherlands

The management of universities in Austria, Germany, and the Netherlands was studied as part of a 1979 survey of the present and future trends of university management in Europe. The survey addressed the organization of the university and its administration, the structure and process of decision-making, and the opinions of students, teachers, and administrators. Central issues of the study were as follows: the demand for education in view of demographic swings and pressures on behalf of particular interest groups; new legal requirements and restrictions; public accountability; the increase in the number and sizes of universities and the major effect upon university management; effects of economic uncertainty; the complexity of universities from the viewpoint of management; problems for management resulting from the breaking up of firm consensus which held together the universities in former years; changed relations between management and employees; and pressures to increase productivity. The survey questionnaire contained the following six sections: basic facts on the institution, organizational system of the institutions, decision-making system, administrative system, opinions about issues and problems in university management in the last decade, and development of university management. Information is presented on data collection, basic facts on the institutions visited, and higher education in the countries visited. Appended materials include information on the structure of universities in the countries visited, data on administrative personnel, and summary data on the opinions of respondents. (SW)

ED 200 080 HE 013 540

Students and Scholars from the People's Republic of China Currently in the United States. Survey Summary.

National Academy of Sciences, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China; National Association for Foreign Students Affairs, Washington, D.C. China Education Clearinghouse.

Pub Date—Apr 80

Note—13p. A NAS/NAFSA publication from the U.S.-China Education Clearinghouse.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Admission Criteria, College Admission, College Housing, *College Students, *Educational Background, English (Second Language), Financial Support, Foreign Countries, *Foreign Students, Geographic Distribution, Graduate Study, Health Insurance, Higher Education, Housing, *International Educational Exchange, International Relations, Language Skills, *Researchers, School Surveys, Student Financial Aid, Undergraduate Study

Identifiers—*China, Visas

Information concerning students and scholars from the People's Republic of China (PRC) currently in the United States was obtained through a survey of U.S. colleges and universities where the Chinese are studying or conducting research. Responses received from 133 of the 168 U.S. institutions that were sent questionnaires indicated that there were 982 PRC students and scholars on their campuses. Of this number, 67.4 percent were visiting scholars, and 32.6 percent were undergraduate or graduate students. Information is presented on the states and regions where the PRC students and scholars are located, sponsors and institutional affiliation in China, academic backgrounds and credentials of the PRC students and scholars, admission to U.S. institutions, and English language skills. The main deficiency in the academic backgrounds of PRC students and scholars is insufficient knowledge of the English language. Most often mentioned deficiencies were speaking and listening comprehension, with writing problems being next, followed by insufficient vocabulary. Other problems noted occur because of unfamiliarity with American idiom, academic and cultural behavior and with technical terminology in the field of study. Additional areas of consideration include living stipends, health insurance, housing, visas and arrivals, and exchange formats. Detailed information concerning visas for PRC students and scholars is appended. (SW)

ED 200 081 HE 013 542

McKeough, William, Ed.

Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980. Hofstra Univ., Hempstead, N.Y.

Pub Date—80

Note—500p.

Pub Type—Reports - Evaluative (142)—Collected Works - General (020)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Accreditation (Institutions), Collective Bargaining, Compliance (Legal), Cooperative Planning, *Educational Finance, Federal Regulation, Financial Policy, Government School Relationship, *Higher Education, *Public Policy, Resource Allocation, *State Aid, State Federal Aid, *Student Financial Aid, Student Loan Programs, *Tax Allocation, Taxes, Veterans Education, Work Study Programs

Identifiers—Basic Educational Opportunity Grants, G I Bill, *New York

Financing of higher education in New York and the public policies which impinge on, influence, and are reflected in the process are explored in this preliminary probe. Chapters include: The Need for the Study (N. J. King); Implications of Tax Policy (Mark Segal); Institutional Tax Exemptions and Tax Benefits (Steven A. Cohen); State Institutional Assistance (Philip Hanfling); Conditional Institutional Funding (Philip M. Iovino); Student Assistance: The Basic Education Opportunity Grant (Alphonse Mekalainas); Student Assistance: Teacher Corps; Upward Bound; TAP; Fellowships (Donald Ferranti); Student Assistance-NDEA and Other Loans: Regents Scholarships (Carol Bernard); Planning, Cooperation, and Resource Allocation (Felix Lettieri); Regulation Compliance Costs Cooperative Savings (Eugene DeClue); Indirect Institutional Funding: The G.I. Bill (Roger R. Ehrler); Institutional Regulation Under Public Policy, with Financial Consequences: Accreditation (Richard Nelson); and Institutional Regulation Under Public Policy, with Financial Consequences: Collective Bargaining in Higher Education (Richard Nelson). Several omissions are noted in the study, namely: (1) the impact of student consumerism, (2) the role played by "auxiliary enterprises," (3) unionization,

(4) direct funding, and (5) certain imputed influences, not amenable to traditional research analysis. References and bibliographies are provided for each section. (LC)

ED 200 082 HE 013 543
1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends.

Maryland State Board for Higher Education, Annapolis.

Pub Date—Nov 80

Note—30p.

Available from—State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, Advanced Placement, *Aptitude Tests, *College Bound Students, *College Entrance Examinations, Comparative Analysis, Grade Point Average, Higher Education, *High School Seniors, Majors (Students), Parent Financial Contribution, Scores, State Surveys, *Student Characteristics, Trend Analysis

Identifiers—*Maryland, *Scholastic Aptitude Test Information on 1980 Scholastic Aptitude Test (SAT) scores and characteristics of Maryland college-bound seniors, along with trends for 1974-80, are considered. Numbers of Maryland high school graduates taking the test, the race and sex of test-takers, SAT scores for Maryland and the United States for 1972-80, and the Maryland mean score on the SAT by sex for 1974-80 are indicated. Information is also presented on the following: trends in the proportion of college-bound seniors planning to seek special assistance in certain areas; trends in the proportion of college-bound seniors planning to apply for advanced placement; trends in the college-bound seniors' mean number of years of study in certain academic subjects by sex; trends in degree level goals of college-bound seniors; trends in the grade point average of college-bound seniors in Maryland and the United States; trends in intended areas of study of college-bound seniors for 1975-80 for all students combined and for females separately; the rank order by SAT score of the intended areas of study of Maryland seniors; trends in SAT scores by intended areas of study for 1978-80; college-bound seniors' annual parental median income and median estimated contribution toward college cost by race; and trends in the number of college-bound seniors who requested scores be sent to Maryland institutions and to out-of-state institutions. A profile of the high school seniors (in-state and out-of-state) who requested their SAT scores be sent to Maryland institutions is presented and further broken down by private and public institutions. (SW)

ED 200 083 HE 013 545

Green, Kenneth C. King, Margo R.

The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 81

Note—21p.; Paper presented at the College Board Western Regional Conference (San Francisco, CA, February 22-24, 1981).

Pub Type—Reports—Research (143)—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Comparative Analysis, Educational Trends, Geographic Regions, Higher Education, Information Utilization, *National Surveys, Occupational Aspiration, Political Attitudes, *School Holding Power, Social Change, State Universities, *Student Attitudes, *Student Characteristics, Student Financial Aid, Student Recruitment

Identifiers—*Cooperative Institutional Research Program, *United States (West)

The results of the 1980 Freshman Survey, which is part of the Cooperative Institutional Research Program (CIRP), are summarized, and trend data concerning students enrolled in colleges in the western states and in the nation are examined. Among the findings of the 1980 Freshman Survey are the following: grade inflation in the nation's high schools is leveling somewhat; growing numbers of women continue to express strong interest in traditionally male careers; student political beliefs are

moving toward the center from the left; and more students are making use of financial aid programs, particularly the Basic Grant and Guaranteed Student Loan Programs, to help cover the costs of going to college. Additionally, data on admissions indicate that roughly four out of every five students were admitted to at least two colleges. It is suggested that students in the western states are different in some ways from their counterparts elsewhere largely because of the structure of higher education in this region and the dominant role of the public sector. With regard to subject area interests and career aspirations, students in the West are very similar to students in other parts of the country. A project that involves institutional applications of CIRP data, specifically within the context of recruitment and retention concerns, is briefly described. This project, a consortium effort of eight private colleges in Southern California, uses CIRP data to develop a freshman class profile to improve student recruitment and retention. (SW)

ED 200 084 HE 013 546

The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences.

Central Connecticut State Coll., New Britain.

Pub Date—2 Jun 80

Note—50p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—College Admission, *College Students, Comparative Analysis, Continuing Education, Educational Background, Educational Counseling, Educational Quality, *Extension Education, Higher Education, *Part Time Students, School Registration, School Schedules, *Student Attitudes, *Student Characteristics, *Student College Relationship, Student Needs, Student Teacher Relationship

Identifiers—*Central Connecticut State College Characteristics and attitudes of undergraduate part-time students in the extension college program of Central Connecticut State College (CCSC) were studied. An attempt was made to determine demographic differences between matriculated and non-matriculated part-time students, along with differences between the two groups in attitudes about the college, its programs, specific college services, and course scheduling. The following student characteristics and variables were considered: age, sex, commuting distance, location where previous credits were earned, number of college credits earned, reasons for choosing CCSC, expectations for completing a degree at CCSC, type of degree and major sought, intention to pursue full-time job without degree, reasons for studying at CCSC, and financial assistance received. Student satisfaction with the extension college services, registration services, counseling and advisement, the availability of courses, the quality of instruction in major courses and general education courses, and student faculty relations were also assessed. Among the findings are the following: males comprise the majority of part-time matriculants and females are the majority of the part-time nonmatriculants; the most popular track for matriculants appears to be transfer from two-year colleges, while over two-thirds of nonmatriculants earned most of their previous credits before enrolling at CCSC at four-year colleges or universities including CCSC; 85 percent of respondents were satisfied with extension college services; and both matriculants and nonmatriculants prefer evening courses to day courses. (SW)

ED 200 085

Viehland, Dennis And Others

Indexing Tuition and Fees to Cost of Education: Implications for State Policy.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—Dec 80

Note—18p.; Paper presented at the Annual Conference on Higher Education of WICHE (6th, Tucson, AZ, December 3-5, 1980).

Available from—Information Clearinghouse, Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, Budgeting, College Students, *Cost Indexes, Educational Finance, *Educational Policy, Enrollment Influences, Equal Education, Fees, *Financial

Policy, Higher Education, Institutional Autonomy, Instructional Student Costs, Noninstructional Student Costs, Program Costs, *State Action, State Colleges, *Student Costs, *Tuition Considerations for establishing a system for indexing tuition and fees to the cost of education and implications for state policy are examined. It is suggested that the attraction of the indexing approach to tuition arises from a number of causes including the upward pressure on tuition created by changing demographic and fiscal conditions. Results of a survey of current state policies for determining tuition indicated that 30 of the states do not have an established policy for determining tuition, three of the states have established policies but use no particular formula to determine tuition, and 17 states have established policies that index tuition to a specific measure. Indexing insures that a fixed portion of cost increases will be covered from student sources. The cost of education is determined according to set accounting practices, and the student is charged a set percentage of this cost. Elements that should be included in the computation of the cost of education or instruction and the need for cost studies are briefly considered. Differentiating the actual percentages to be charged by level, student residency status, and type of institution is considered. Implications of using an indexing system on state policy issues are considered in relation to: state budgeting, institutional autonomy, cost containment, impact on enrollment, cost study requirements, cost behavior, equity, and access. (SW)

ED 200 086 HE 013 550

Viehland, Dennis Kaufman, Norman

Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—Oct 80

Note—89p.

Available from—Publications Secretary, Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302 (\$4.00).

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Students, Comparative Analysis, Decision Making, Educational Finance, *Fees, *Financial Policy, Full Time Students, Graduate Students, *Higher Education, In State Students, Policy Formation, *Public Education, State Colleges, State Government, *Statewide Planning, Student Costs, *Tuition, Two Year Colleges, Undergraduate Students

Identifiers—*United States (West)

Information on the way in which tuition and fees are determined in each of the 13 western states served by the Western Interstate Commission for Higher Education (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming) is presented. Changes in tuition and fee charges at western institutions since 1977 are also reported. Several issues related to setting public college tuition are reviewed, including the following: the share of the cost of education in each type of institution that should be borne by students through student charges, and whether the cost borne by each source of financial support should be different for different levels of education (lower and upper divisions and graduate). The policy or basis for setting tuition and fees for full-time students at colleges and universities in each of the 13 western states is described, and policy profiles for public four-year and two-year institutions are appended. Additional considerations for setting tuitions are examined in regard to the following broad categories: determining the share of costs for tuition charges, determining tuition increases, and technical considerations in defining the cost of education. Recent changes in the amounts charged for tuition and fees and information on tuition differentials for resident and graduate students are examined. The analysis indicates that four states index charges to some percentage of the cost of education and nine do not. Furthermore, although authority to set tuition is usually reserved for the appropriate governing board, state legislatures strongly influence the process. (SW)

ED 200 087

HE 013 551

Newton, Robert R.

An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process.

Pub Date—[80]

Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability. *Accreditation (Institutions). Committees. Higher Education. *Institutional Research. *Needs Assessment. *Organizational Effectiveness. Research Directors. *Research Methodology. *Self Evaluation (Groups)

Identifiers—Site Visits. *University of San Francisco CA

A structured approach to a 1980 accreditation self-study conducted at the University of San Francisco in preparation for a reaccreditation visit of the Western Association of Schools and Colleges is described. Assumptions and principles that governed the design of the self-study, steps in the study, and recommendations for future self-studies are considered. An outcomes-focused approach was adopted, whereby the first step was a description of the final product of the self-study, the summary document to be submitted to the accreditation association. A tight timetable was established that integrated the work of 85 task forces and committees. Procedures, format, and expected outcomes were prescribed for each of the task forces and committees. Steps in the self-study were as follows: selection of an executive secretary and steering committee, initial meeting of the steering committee, outlining the self-study, drawing up an organizational chart and timetable for the study, meeting with the executive director of the WASC senior commission, selection of committees and chairpersons, specification of outcomes and deadlines for each committee and task force, orientation of chairpersons, role of the steering committee, final synoptic review, collection of supporting documents, university response to the self-study, and communication with the university community concerning the self-study. Appendices include documents that illustrate the various facets of the organization of the self-study. (SW)

ED 200 088

HE 013 552

Brown, James C.

A Communication Skills Training Course for Dental Students.

Pub Date—30 Jan 81

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids. *Communication Skills. *Dental Schools. Higher Education. *Interaction Process Analysis. Interpersonal Competence. Nonverbal Communication. *Physician Patient Relationship. Pretests Posttests. Professional Education. *Role Playing. Student Evaluation. Teaching Methods. Verbal Communication

Identifiers—*Dental Students. *University of Mississippi

A course in communication skills that is provided to all freshmen dental students at the University of Mississippi School of Dentistry is described. The course is based primarily on the human relations training models of Blakeman (1975), Carkhuff (1969), and Egan (1975), and consists of six modules devoted to the skills of structuring, attending, basic responding, additive responding, asserting, and terminating. The model is developmental and sequential in that each stage is successful to the degree that the preceding stage has been mastered. While a combination of traditional classroom lecture, small group skills practice, and individualized and self-paced assignments is used, the attending and responding skills stages receive the greatest emphasis. Audiotape and videotape feedback and critique and realistic patient encounters are generated by role playing. Students are pretested and posttested on the discrimination and communication skills using a standardized five-point rating scale developed by Carkhuff (1969). Response measures include use of written responses to written, audiotape, and videotape stimulus material as well as use of taped verbal responses to role playing patients. A chart indicating specific verbal and nonverbal ways of communicating in accordance with the developmental communication model is presented, along with examples of communication to which the dentist needs to respond, and data indicating pretest and posttest scores on the discrimination and communication indexes. (SW)

ED 200 089

HE 013 553

Coulter, Kyle Jane Stanton, Marge

Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II—Home Economics.

Department of Agriculture, Washington, D.C.

Science and Education Administration.

Report No.—USDA-SEA-1407

Pub Date—Feb 81

Note—228p.; For Volume I (Agriculture, Natural Resources, and Veterinary Medicine) see ED 193 978.

Available from—Science and Education Administration, Publications, Distributions, and Requests, Room 6005, South Building, U.S. Department of Agriculture, Washington, DC 20250.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *College Graduates, *Demand Occupations, Dietitians, Doctoral Degrees, *Education Work Relationship, *Employment Opportunities, Employment Projections, Fashion Industry, Food Service Occupations, Higher Education, Home Economics, *Home Economics Education, Home Management, Labor Needs, Labor Supply, Manufacturing, Marketing, Masters Degrees, *Occupational Home Economics, Occupational Information, Occupational Surveys

Information on the supply of new college graduates seeking home economics-related positions, home economics job openings, and projected levels of employment is presented. Based on a Department of Agriculture manpower assessment project, supply and demand relationships through 1990 were analyzed, and supply data were aggregated by 11 educational clusters. Study results indicate that current and projected supplies of graduates do not appear to equal employment demands. At the bachelor's and master's levels, additional graduates appear to be needed to satisfy the employment demand for design, manufacturing, and processing specialists and for marketing, merchandising, and sales personnel. At the master's level, administrators are also needed. Degree specialists that appear to be in greatest demand at the bachelor's and master's levels include business, family/consumer resource management, food service management and institutional management, food science and human nutrition, human environment and shelter, and textiles and clothing. The supply of doctoral graduates is estimated to be inadequate across the full spectrum of home economics specialties. Information is presented on the sources of data, the research methodology, and occupational clusters and degree programs at all levels, including the associate degree level. In addition to extensive statistical data, a bibliography is included. (SW)

ED 200 090

HE 013 554

Program in Science, Technology, and Society.

Massachusetts Inst. of Tech., Cambridge.

Pub Date—Apr 80

Note—36p.

Available from—Program in Science, Technology, and Society, Massachusetts Institute of Technology, Cambridge, MA 02139.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Curriculum, College Science, Course Descriptions, Cultural Influences, *Engineering Technology, Ethics, Graduate Study, Higher Education, Industrial Structure, *Interdisciplinary Approach, Research Projects, *Science Programs, *Social Change, Social Influences, Social Sciences, Sociocultural Patterns, Socioeconomic Influences, *Technological Advancement, Undergraduate Study

Identifiers—*Massachusetts Institute of Technology

The Program in Science, Technology, and Society at the Massachusetts Institute of Technology is described. Two broad aims of the program are to explore the influence of social, political, and cultural forces on science and technology, and to examine the impact of technologies and scientific ideas on people's lives. Although based in the School of Humanities and Social Science, the program is meant to be an Institute-wide forum for students and faculty from many different departments. At the undergraduate level, courses examine such issues as the influence of ethical and political values on the work of scientists and engineers; how techno-

logical changes have altered the character of human work; the social implications of design alternatives in engineering; and issues related to the development of the automobile and the growth of nuclear power. Eventually, a structured undergraduate degree program will be developed. A variety of arrangements for graduate students who wish to explore these areas is available, but a graduate degree program does not currently exist. The program's current and prospective research projects are arranged under three general headings: the social study of science; technology and the organization of industrial society; and cultural systems in industrial societies. Projects under these areas are described, along with other program activities, including faculty seminars and public lectures, senior and postdoctoral fellowships, and a quarterly review. Information on funding, faculty descriptions, and 1980-81 course descriptions are included. (SW)

ED 200 091

HE 013 555

Brown, Peggy Ed. And Others

The Study of Ethnic Groups.

Association of American Colleges, Washington, D.C.

Pub Date—Mar 81

Note—17p.

Available from—Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

Journal Cit.—Forum for Liberal Education: v3 n5 Mar 1981

Pub Type—Reports - Descriptive (141) — Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Studies, Area Studies, *Black Studies, *College Curriculum, Cultural Awareness, Cultural Differences, Cultural Education, *Cultural Pluralism, Ethnicity, Ethnic Origins, *Ethnic Studies, Geographic Regions, Higher Education, Immigrants, Inservice Teacher Education, Interdisciplinary Approach, Liberal Arts, Majors (Students), *Mexican Americans, Racial Relations, Rural Areas, Rural Population

Identifiers—Appalachian People, Augsburg College MN, Dakota Wesleyan University SD, Irish Culture, Oklahoma State University, Scandinavian Culture, Towson State University MD, University of Kentucky, Washington State University, Washington University MO, Westfield State College MA, William Jewell College MO

Nine ethnic studies programs in higher education are described and the essay, "The Future of Ethnic Studies," by Thad Radzickowski, is presented. Radzickowski believes that ethnic studies can help students explore the meaning of pluralism and provide them with insights into the nature of community in America. It is suggested that ethnic studies programs must overcome a tendency to focus solely on the customs and manners of the people they study in favor of the study of change and adaptation and of the complex evolution of the bonds and loyalties that underlie community at all levels. Several of the programs that are described draw on the resources of a variety of ethnic groups in their locale, while others provide an academic program centered on one immigrant group that has settled in the region. Traditional minority studies areas and a few atypical area studies programs are represented. The programs are as follows: Scandinavian areas studies at Augsburg College, Chicano studies at Washington State University, comparative ethnic studies at Towson State University, The Appalachian Center at University of Kentucky, Irish-American studies program at Westfield State College, American Indian studies program at Dakota Wesleyan University, Crossroads Oklahoma at Oklahoma State University, Black Studies program at Washington University, and the Ethnic Activities Center of Mid-America at William Jewell College. Additional programs are briefly described that are offering multicultural education training to primary and secondary teachers. (SW)

ED 200 092

HE 013 556

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report, October 1, 1979-December 31, 1980.

Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment, Spous Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRP-0902746

Pub Date—19 Dec 80

112 Document Resumes

Contract—HRA-232-79-0119

Note—10p.: For related document, see HE 013 557.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Qualifications. Administrator Responsibility. *Administrators. Competence. Employment Qualifications. Entry Workers. *Evaluation Criteria. *Health Services. Higher Education. *Job Analysis. Job Performance. Job Skills. Knowledge Level. *Personnel Selection. Role Perception

Results and procedures of a job analysis for the position of entry-level health services administrator (HSA) are summarized. Study objectives were as follows: to identify the tasks done by entry-level HSAs; to rate the importance of each task; to classify related tasks into categories, called "job dimensions"; to identify the skills and the knowledge required for competent performance of the tasks in each job dimension; and to determine the degree of expertise in each skill and area of knowledge required of an entry-level HSA. The 10 job dimensions (e.g., policy and operations direction, financial management), each illustrated by a task, 21 knowledge areas, and 18 skills/abilities are listed. The job analysis was based on the advice of an advisory committee of nine experts in health services administration. After a preliminary list of HSA tasks and qualifications was developed, the experts independently rated the importance of each task. The experts then discussed their opinions at a meeting, attempting to resolve any important disagreements. Independent ratings were again obtained to serve as the basis for the role delineation. Details of the study methodology are specified, and the products of the study are noted. It is suggested that the job analysis can serve as the basis for future activities in a credentialing/continuing competency system supported by the Bureau of Health Professions of the U.S. Public Health Service. (SW)

ED 200 093

HE 013 557

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980.

Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment. Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRP-0902759

Pub Date—19 Dec 80

Contract—HRA-232-79-0119

Note—368p.: For related document, see HE 013 556. Parts of appendix may be marginally legible. Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Administrator Qualifications. Administrator Responsibility. *Administrators. Competence. Employment Qualifications. Entry Workers. *Evaluation Criteria. *Health Services. Higher Education. *Job Analysis. Job Performance. Job Skills. Knowledge Level. *Personnel Selection. Role Perception

Results of a job analysis for the position of entry-level health services administrator (HSA) are presented. The following products of the study are presented: a list of 132 tasks grouped into 10 job dimensions (e.g., policy direction, financial management), ratings of the importance of each task at entry-level, a list of 39 qualifications, including 21 areas of knowledge and 18 skills or abilities, ratings of the level of expertise required in each qualification for competent entry-level performance of the tasks in each job dimension, and 159 competency statements. The job analysis was based on the recommendations of an advisory committee of nine experts in health services administration. After a preliminary list of HSA tasks and qualifications was developed, the experts independently rated the importance of each task. The experts then discussed their opinions at a meeting, attempting to resolve any important disagreements. Independent ratings were again obtained to serve as the basis for the role delineation. Details of the study methodology are specified, and sample rating forms, instructions, and references are appended. It is suggested that the findings can be used for assessing job performance, personnel selection criteria, licensing and certification programs, training needs, self-assessment measures, training evaluation, and other purposes. (SW)

ED 200 094

HE 013 559

Manus. Lee Aura Zipser, Dean

Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation.

California Univ. Los Angeles. School of Engineering and Applied Science.

Pub Date—77

Note—7p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer). Computer Oriented Programs. Computers. *Course Descriptions. *Decision Making. *Graduate Study. Higher Education. *Interdisciplinary Approach. Language Role. Learning Experience. Mathematical Models. Models. *Peer Teaching. Probability. *Problem Solving. Programming. Undergraduate Study

Identifiers—*University of California Los Angeles
An interdisciplinary course in problem solving, entitled "patterns of problem solving," and its unique peer program offered at the University of California, Los Angeles, are described. The emphasis in the subject matter and approach is to expose the student to the wide range of alternative problem solving techniques and to enable the student to use these methods in practical applications. The subjects and coverage are in large part dependent upon the instructor's prerogative. The 10 chapters of a text entitled "Patterns of Problem Solving," which was developed by Moshe F. Rubinstein specifically for the course, are outlined. The chapters cover numerous theories, methods, and procedures, including probability theory, the general process of constructing models, and the development of models for decision-making, optimization, and simulation of dynamic systems. The text is directed to the advanced undergraduate, graduate, or professional. A brief history of the development of the course is presented that notes that the course was introduced in 1969 and identified as Engineering 11. In 1973-74 students were used as instructors. Factors unique to Engineering 11 that resulted in the adoption of a peer program are noted, including the diverse nature of the course enrollment and the need to lessen time demands on faculty in order to attract prominent faculty members. Selection of peers, the objective of creating a good learning environment, and the use of a peer room, or lab, are described. (SW)

ED 200 095

HE 013 560

Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report.

Association of Schools and Colleges of Optometry. Washington, D.C.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRP-0902743

Pub Date—19 Dec 80

Contract—HRA-232-79-0093

Note—95p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Clinical Diagnosis. *Clinical Experience. College Curriculum. Competency Based Education. *Course Content. Course Descriptions. *Educational Objectives. Eyes. Higher Education. Models. *Optometry. Partial Vision. *Professional Education. Program Descriptions. Rehabilitation. School Surveys. Vision Tests

Identifiers—*Rehabilitative Optometry
The development of a model educational program in rehabilitative optometry is examined in terms of a statement of the scope of practice of the profession, analysis of existing educational programs in the field, and competency objectives to which the model educational program is directed. A survey of nine of the 13 institution members of the Association of Schools and Colleges of Optometry obtained detailed information concerning lectures, laboratories, and clinical experiences for the optometry curriculum. Seven established residency programs in rehabilitative optometry were also assessed in terms of educational content, clinical experience, the format of instruction, interdisciplinary experience, teaching responsibilities of the resident, and selection and followup of residents. Questionnaires were also administered to determine administrative policies and philosophies governing the rehabilitative optometry/low vision clinic, the low vision examination, and coverage given various subject areas in the curriculum. Part of the survey was designed to gain information concerning the extent to which students are trained in the areas of ocular pathology,

genetics, and special diagnostic techniques such as electroretinography, electrooculography, and the visual evoked response, along with training in the psychology and sociology of the low vision patient; identification of low vision patients; and information about nonoptometric services. Competency objectives developed in conjunction with the model program are presented. Questionnaires and associated instructions and a bibliography are appended. (SW)

ED 200 096

HE 013 561

Berne, Nancy M., Ed. And Others

State Postsecondary Education Profiles Handbook, 1980 Edition.

Education Commission of the States, Denver, Colo.; National Center for Higher Education Management Systems, Boulder, Colo.; State Higher Education Executive Officers Association.

Report No.—ECS-88

Pub Date—Nov 80

Note—298p.: Not available in paper copy due to small print.

Available from—Department of Postsecondary Education, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (\$10.00).

Pub Type—Reference Materials - Directories/Catalogs (132) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advisory Committees. Annual Reports. *Educational Finance. Enrollment Trends. Expenditures. Fees. Governing Boards. Government School Relationship. Higher Education. Income. Local Government. Population Trends. *Postsecondary Education. Private Colleges. Public Education. *State Agencies. *State Aid. State Boards of Education. State Government. State Licensing Boards. State Surveys. Student Costs. Teacher Characteristics. Tuition

Information about postsecondary education in the 50 states and the District of Columbia is presented. The information includes descriptive statistics including 1977-78 information about the state population and trends, state and local financial base, state and local governmental spending, state and local spending on higher education, institutional revenues and expenditures, student demand, enrollment trends and 1978-79 information about faculty characteristics, and student tuition and fees. Among the groups for which narrative descriptions are provided are the following: state-level coordinating or governing agency, institutional governing boards, the 1201 commission, state student assistance agency, state board of vocational education, the state-level organization for private colleges, the state licensure or approval agencies, nongovernmental organizations whose membership includes both public and private institutions, and statutory advisory committees. Annual and biennial reports published by state agencies and special reports and studies recently published, currently underway, or planned are listed. For each report, the following information is presented: title, publication date, availability, the agency requesting and completing the report, and major issues covered in the report. Summary statistical tables and data sources and references for the descriptive statistics are appended. (SW)

ED 200 097

HE 013 562

Howard, Susan And Others

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date—Aug 80

Note—7p.: Parts may be marginally legible due to print quality.

Available from—Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights. College Administration. Compliance (Legal). *Federal Legislation. *Females. Guidelines. Higher Education. *Males.

*School Personnel. *Sex Discrimination Identifiers—*Civil Rights Act 1964 Title VII. Equal Employment Opportunity Commission. *Sexual Harassment

Guidelines concerning sexual harassment of employees at educational institutions under Title VII of the Civil Rights Act of 1964 are considered. November 1980 final interpretive guidelines issued by the Equal Employment Opportunity Commission state that Title VII prohibits sexual harassment of employees, that employers are responsible for the actions of their agents and supervisors, and that employers are responsible for the actions of all other employees if the employer knows or should have known about the sexual harassment. The guidelines, which are consistent with current case law, are advisory and courts take them into account. In order to comply with the guidelines, an employer should take all necessary steps to prevent sexual harassment such as: affirmatively raising the subject; expressing disapproval; developing appropriate sanctions; informing employees of their right to raise and how to raise the issue of harassment under Title VII; and developing methods to sensitize all concerned. The following topics are addressed: why the guidelines were issued, what constitutes sexual harassment, how to file a complaint, and whether sexual jokes, slurs, and insults directed at members of one sex are prohibited by the guidelines. The text of the guidelines, as reprinted from the "Federal Register," is included. Guidelines for students, based on a model developed at Utah State University, are also included in a separate attachment. Actions to be taken are listed in priority order, beginning with personal talk with the staff person, and concluding with filing a formal complaint. (SW)

ED 200 098 HE 013 563

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

Association of American Colleges. Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date—81

Note—19p. Parts may not be legible due to small print.

Available from—Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional). *Affirmative Action. College Students. Court Litigation. *Employed Women. Equal Education. Equal Opportunities (Jobs). Faculty Promotion. Fellowships. *Females. Foreign Countries. Graduate Study. *Health Services. Higher Education. *Males. Mathematics. Minority Groups. Salary Wage Differentials. Scholarships. Sciences. Sex Bias. *Sex Discrimination. Tenure. Women Faculty. Womens Athletics. *Womens Education. Womens Studies

Developments concerning women in the workplace, the courts, and schools are reported. Among the issues related to employment are the following: female faculty members earn less in salary than males, despite receiving slightly higher raises than males; unemployment among women doctorates in the humanities is higher than that of males; age discrimination of the older women worker was found in a ten-city study. Additional areas that are covered include: statistical approaches to examine salary equity; equity issues that postsecondary institutions need to assess; sex bias, promotion, and tenure court cases involving female faculty members; a 1981 guidebook to employment legislation and regulations; sexual harassment lawsuits; publications providing information to students concerning sexual harassment; information on Hispanic women's organizations; conferences on minority women; women's studies programs; trends in women's choice of fields of study; women in graduate schools and medical schools; women in science; the establishment of national women's championships in sports; a 1981 women's sports scholarship guide; publications about women in Europe and South and Central America; fellowships, awards, and scholarships; resource materials on sex equity counseling and research; sex bias in testing; and women and the media. An insert is included on health services and Title IX of the 1972 Education Amendments, which

prohibits sex discrimination in federally assisted schools and colleges. (SW)

ED 200 099 HE 013 564

Cross, K. Patricia

Adults as Learners. Increasing Participation and Facilitating Learning.

Pub Date—81

Note—300p.

Available from—Jossey-Bass, Inc., Publishers, P.O. Box 62425, San Francisco, CA 94162 (\$15.95).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Academic Aspiration. Adult Development. *Adult Learning. Adult Students. College Environment. Continuing Education. Degrees (Academic). Developmental Stages. *Educational Research. Higher Education. Learning Experience. Learning Processes. *Learning Theories. Lifelong Learning. Models. *Nontraditional Students. *Student Characteristics. Student College Relationship. *Student Motivation. Student Needs

The literature on adult learners is reviewed, and two models of adult learning are developed. Demographic, social, and technological trends that stimulate the increasing demand for learning opportunities are examined, and the views of those who see dangers in new pressures on adults to participate in organized learning activities are considered. The research findings about the characteristics of adult learners are reviewed, and profiles of adults participating in the three common forms of adult learning (self-directed, organized instruction, and degree-credit) are developed to answer questions about who participates in adult learning. Why they participate, and why not, is addressed through a synthesis of research about motivations and deterrents to adult learning. Various motivational theories are described, and what is known about motivation through research and theory is integrated into an explanatory model of the motivation behind adult participation in learning activities. The following additional areas of research are reviewed: learning processes as a function of aging, adult stages of development, phases of the life cycle, and preferences and practices of adult learners regarding such issues as subject matter, teaching methods, and scheduling options. A conceptual framework for analyzing the interaction between learners and their environments, which considers physiological, social, and psychological dimensions, is also presented. Appendices illustrate the range of thought about lifelong learning and list agreements among scholars on the basic concepts underlying the ideal of lifelong learning. A bibliography is included. (SW)

ED 200 100 HE 013 566

Kreitlow, Burton W. And Others

Examining Controversies in Adult Education.

Report No.—ISBN-0-87589-489-5

Pub Date—81

Note—290p.

Available from—Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104.

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Standards. *Adult Education. Adult Learning. Adult Programs. Certification. College Credits. Competency Based Education. *Continuing Education. Educational Finance. Educational Philosophy. Education Work Relationship. Fees. *Futures (of Society). Government Role. Government School Relationship. *Lifelong Learning. Noncredit Courses. Nontraditional Education. *Professional Continuing Education

Controversies over adult education purposes, methods, audiences, and procedures are examined. After outlining a procedure for reviewing competing positions on controversial topics, the book pairs the contrasting views of two authors on each of 10 key issues facing adult education. Chapters cover: philosophies at issue (David L. Boggs); identifying the major focus of adult education—life fulfillment or human liberation (Harold W. Stubblefield and Paul St. Clair McGinnis); adult educator involvement in social intervention (Grace M. Healy and Mary Jane Even); mandatory continuing professional education (Kenneth J. Mattar and Kathleen Rockhill); development of professional certification for adult educators (Catherine Rosenkranz Cameron and Wayne B. James); established standards of perfor-

mance for government-funded adult education programs (Margot Keith Green and Floyd C. Pennington); competency-based adult education (Noreen M. Clark and Herschel N. Hadley); college credit for life experiences (John C. Snider and Leo McGee); self-support from learner fees (Howard A. Sulkin and Harold W. Beder); establishment of adult education program goals at the local level (Laverne B. Forest and J. David Deshler); federal government role in adult education (Allen B. Moore and Robert A. Fellenz); and issues of the future (Roger W. Boshier). Notes on the authors, references, and an index are given. (Author/LC)

ED 200 101 HE 013 567

A Roundup of State and Local Tax Developments.

Financing Higher Education.

Southern Regional Education Board, Atlanta, Ga. Report No.—SREB-29

Pub Date—81

Note—7p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis. Economic Climate. *Educational Finance. *Financial Policy. Financial Support. Fiscal Capacity. *Higher Education. *Public Education. School Taxes. *State Aid. State Colleges. State Universities. Tax Allocation. *Tax Effort

Identifiers—United States. *United States (South)

State and local tax performance in the United States and in the South and implications for the financing of public higher education are considered. It is suggested that despite apparent gains in state tax revenues, little overall growth in real terms has been experienced in the region and nation in recent years, nor can much be expected in the early 1980s. Additionally, statutory restraints and reductions in federal funding affect the adequacy of state and local sources of revenue. Public higher education in the Southern states, which in recent decades has fared above national averages in terms of state support, cannot be assured of drawing or increasing, or even continuing, shares of state tax revenues. Although measures imposing spending limitations or tax constraints have been voted down in many states, the number of states in which such measures have passed continues to grow. When utilization of tax ability is measured by comparison with average utilization by all states using a given tax, it is found that New England and the Middle Atlantic states generally continue to overutilize, while the North Central and the states comprising the Southern Regional Education Board underutilize. When increases in tax collections are adjusted for population growth and for inflation, the percent of real growth in state and local taxes increased less than 2 percent over the decade 1970-79. The use of selective sales taxes, general sales tax, property tax, corporation income tax, and personal income tax is examined. (SW)

ED 200 102 HE 013 568

Higher Education, Conference Report: To Accompany H.R. 5192, House of Representatives.

Ninety-Sixth Congress, Second Session.

Congress of the U.S., Washington, D.C. House.

Report No.—House-R-96-1251

Pub Date—15 Aug 80

Note—211p. For related document see ED 195 186.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—College Libraries. College Planning. Continuing Education. Cooperative Education. Educational Facilities Improvement. *Educational Legislation. Facility Improvement. Federal Aid. *Federal Legislation. Federal Programs. Females. Financial Support. General Education. *Graduate Study. *Higher Education. International Education. Library Education. Student Financial Aid. Teacher Education. *Undergraduate Study. Urban Universities

Identifiers—*Education Amendments 1980. *Higher Education Act 1965. National Institute of Education

A conference report of the House of Representatives to accompany H.R. 5192, which would amend and extend the Higher Education Act of 1965, and for other purposes, is presented. It is recommended that the House recede from its disagreement to the

amendment of the Senate and agree to the same with an amendment as follows: that this Act may be cited as the "Education Amendments of 1980." The text of H.R. 5192 is presented. Areas addressed by the Act include the following: continuing postsecondary education program and planning; college and research library assistance and library training and research; institutional aid; student assistance; teacher training; international education programs; construction, reconstruction, and renovation of academic facilities; cooperative education; graduate programs; the Fund for the Improvement of Postsecondary Education; the Urban Grant University Program; the Women's Worksite Development Demonstration Program; and miscellaneous provisions, including general education provisions, the functions of the National Institute of Education, and Amendments to the Rehabilitation Act of 1973. Additionally, the conference report contains a joint statement to the House and the Senate in explanation of the effect of the action agreed upon by the conference committee, which met because of disagreement between the House and Senate. (SW)

ED 200 103 HE 013 569
The Regents Statewide Plan for the Development of Postsecondary Education, 1980.
 New York State Education Dept., Albany.
 Pub Date—Oct 80
 Note—192p

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
 Descriptors—Access to Education, *College Planning, *College Role, Educational Assessment, Educational Objectives, Educational Policy, Educational Quality, Higher Education, *Master Plans, Needs Assessment, *Postsecondary Education, Resource Allocation, State Universities, *Statewide Planning
 Identifiers—*New York

The 1980 New York statewide plan for the development of postsecondary education is presented. In setting objectives for achievement for 1990, the plan speaks to the development of human resources, the strengthening of the economy, and the effective use of the state's resources. Information is presented on the present condition and future concerns of postsecondary education in New York State. Appended material displayed in matrix form cover the academic mission of each public, private, and proprietary degree-granting institution, by sector, in terms of the levels of study at which it offers programs in each major-mission area of study. The overall mission, goals, and objectives of higher education for 1980 in the state are identified. The 1980 plan is the first statewide plan to include statements of specific objectives. These objectives will be subject to review during this planning period, and may be modified, deleted, or expanded in the Regents' next plan. Areas of concern include achieving excellence in the educational system, providing access to postsecondary education, and providing diversity. Regents' enrollment goals for undergraduate and graduate students are presented by sector for each year. Activities to be accomplished within four-year planning period are listed in relation to specific goals and objectives. Information on legislation and master plans for the state and city systems are appended. A chart of the goals, objectives, and activities for postsecondary education for the 1980s is included. (SW)

ED 200 104 HE 013 570

Becker, Heather Anne And Others

Job Hunting Behaviors and Employment Status of Recent College Graduates.

Pub Date—[80]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Education, Career Ladders, *Careers, *College Graduates, *Education Work Relationship, *Employment Level, Employment Potential, Graduate Surveys, Higher Education, Institutional Research, *Job Search Methods, *Liberal Arts, Occupational Mobility, Sciences, Vocational Followup

Identifiers—*University of Texas Austin

The self-reported employment status, job-hunting behaviors, and career potential of current jobs for liberal arts/natural sciences graduates and nonliberal arts/sciences graduates at the University of Texas at Austin were studied approximately six months to one year after graduation. Sixty percent (151 persons, representing a 21 percent return rate) of those currently employed indicated that their

current jobs have at least possible career potential. There was no statistically significant difference in self-ratings of career potential between liberal arts/natural sciences and nonliberal arts/natural sciences graduates (predominately business and communications graduates). The unemployment rate (5 percent) was identical for liberal arts/natural sciences graduates and nonliberal arts/natural sciences graduates. Although liberal arts/natural sciences graduates were somewhat more likely to be in graduate school or looking for another job than were graduates from other majors surveyed, this difference was not statistically significant. Those graduates who utilized personal contacts, direct application, and college recruiters to acquire their jobs were significantly more likely to report that their jobs have career potential, that their jobs are similar to pregraduation plans, and that they plan to stay in the same job next year than were those who utilized other job-hunting methods (classified ads, employment agencies, and job boards). (Author/SW)

ED 200 105 HE 013 573
Maryland Statewide Plan for Postsecondary Education, Second Annual Review.

Maryland State Board for Higher Education, Annapolis.

Pub Date—Sep 80

Note—131p.; Adopted September, 1980, by the State Board for Higher Education.

Available from—State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Access to Education, College Administration, College Faculty, College Libraries, *College Planning, College Programs, College Role, Community Colleges, *Educational Facilities Planning, Educational Finance, Educational Policy, Enrollment Projections, *Enrollment Trends, Financial Support, Graduate Study, *Higher Education, *Master Plans, Postsecondary Education, Predictor Variables, State Universities, *Statewide Planning, Undergraduate Study Identifiers—*Maryland, University of Maryland

The second annual status report on the implementation of the Maryland statewide plan for postsecondary education and on additional issues for action is presented. The following areas are considered: enrollments; programs; finance; facilities; faculty, libraries, and computer services; implementation of role and mission actions; and new planning initiatives. The new planning initiatives concern higher education in the greater Baltimore metropolitan area, financing community colleges, administrative salaries at public four-year institutions, and financial auxiliary enterprise facilities. The plan identifies general segmental and institutional missions for public institutions. Indicators that define various components of institutional mission, such as predictive indices for admission and attrition, are assessed, and five-year plans for academic program development are included to further delineate campus missions. Information about missions, enrollments, programs, and the other areas is provided for individual colleges. Among the program concerns are the following: increasing access to part-time and evening graduate programs at the University of Maryland, providing programs to meet the needs of students on federal installations, providing programs designed to attract high ability students, and procedures and stipulations for developing new programs. Additional areas that are addressed include: private support and federal financial aid programs, faculty and administrative salaries, analysis of program costs, and facilities management. (SW)

ED 200 106 HE 013 574

The Political Economy Program: An Informal Guide.

Pub Date—79

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bachelors Degrees, College Curriculum, *Course Descriptions, *Economics, Higher Education, Honors Curriculum, *Interdisciplinary Approach, Internship Programs, *Majors (Students), *Political Science, Theses, Undergraduate Study

Identifiers—*Double Majors, *Williams College MA

The political economy program at Williams College is described. This program is a joint major drawing upon the political science and economics

departments and is designed to give those who enter public service, business or law a grasp of the governmental and economic environment within which they will have to operate. It also may give those who continue in academic work an opportunity to make the interdependence of political and economic forces the foundation of their more advanced studies. The required courses in economics and political science are described. Financial assistance has been offered for students who wish to work in an internship position related to public policy-making. Placements have included international organizations, research with government departments or interest groups, positions under political officeholders, and social or political action organizations. Requirements for participating in the honors thesis program in political economy are specified. Students who have completed the political economy program in the past have customarily entered law schools, business and business administration programs, public and international policy programs, interest groups, public service, politics, teaching, graduate schools of economics or political science, and research organizations. (SW)

ED 200 107 HE 013 575

Scott, Robert A.

Three Futures in Collegiate Theatre (in Indiana).

Pub Date—Apr 80

Note—15p.; Paper presented to the Annual Meeting of the Indiana Theatre Association (Indianapolis, IN, April 18, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Programs, *Cultural Activities, *Dramatics, Elementary Education, General Education, Higher Education, *Liberal Arts, Population Trends, Social Change, *Theater Arts, Undergraduate Study

Identifiers—*Indiana

The nature of collegiate theatre programs and possible future activities in theatre programs are examined, along with information about the Indiana Commission for Higher Education, higher education and demography in Indiana, and higher education and social change nationally. It is suggested that the changes in demographics that affect college campuses and programs are parallel to changes either taking place or expected in society at large. Among these changes are that the median age is higher, and the population of small cities and the suburbs is increasing. An increase in the type of people who, in terms of age, income, and residence, tend to attend theatre, concerts, and museums is projected. Drama is important in that it can raise questions about important themes, such as life and death; provides a forum for moral, cultural, and political ideas; provides both entertainment and public service; and is important to the liberal arts. It provides instruction and experience that influence oral, cognitive, and manual skill development, the use of language, and sensitivity to the past, and to ethical and aesthetic values. Theatre programs provide training in such skills as acting, directing, and playwriting. Conflicts between a liberal arts orientation and the conservatory approach, and conflicts in relation to attempts to develop accreditation standards for theatre programs are noted. The future roles of collegiate theatre in educating and serving its publics, in undergraduate general education, and in elementary education are suggested. (SW)

ED 200 108

HE 013 576

Scott, Robert A.

Program Review's Missing Member: A Consideration of Quality and Its Assessment.

Pub Date—80

Note—8p.; Table may not reproduce well due to small print.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), College Role, Cost Effectiveness, *Educational Objectives, *Educational Quality, *Evaluation Criteria, Faculty Evaluation, Government School Relationship, Higher Education, *Institutional Evaluation, *Program Effectiveness, *Program Evaluation, Student Evaluation

Perspectives on academic program quality are considered, and it is suggested that quality represents the level of attainment of appropriate goals, or effectiveness in achieving objectives. When considering the quality of academic programs, one must consider purposes, or goals; the congruence between program goals and institutional goals, which

inevitably must be congruent with societal or patron values and goals; the use of resources; the context in which the activities of the program take place; and the degree to which the program attains its goals or peak performance. The values that are most important in academe are those that contribute to the common good, and they include objectivity, integrity, attainment by merit, intellectual courage, and liberty. These values can lead to a stable order in which such goals as freedom in teaching, learning, and service can be fulfilled. Program characteristics judged important to quality and some acceptable sources of information about them are identified under the broad categories of faculty, students, resources, and operations. Three major forms of external program review presently exist: regional accreditation, professional society accreditation, and state agency evaluation. The differences among these approaches in terms of perspective, performance criteria, and level of organizational analysis are briefly sketched. It is suggested that while different perspectives are held by faculty members, deans, state officials, and others, they can have a common understanding of the nature of quality and the criteria for evaluation. (SW)

ED 200 109 HE 013 577

Scott, Robert A.

Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State.

Pub Date—22 Jan 81

Note—14p. Paper presented at Ball State University (Muncie, IN, January 22, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, Access to Education, College Faculty, College Planning, College Programs, Curriculum Development, Departments, Educational Objectives, Educational Quality, Governing Boards, Higher Education, Needs Assessment, Program Development, Program Proposals, State Boards of Education, Teacher Attitudes, Trustees

Identifiers—Indiana. *Indiana Commission for Higher Education

The academic program development and planning process of the Indiana Commission for Higher Education are examined and contrasted with values and criteria of faculty and institutional leaders. The Indiana Commission is concerned about program structure with regard to student access, student choice, and institutional diversity. It has specific criteria that it uses when reviewing new program requests, including: quality and efficiency, appropriateness, availability of similar programs, personal and social utility, student demand, attention to student access and the enrollment of underrepresented groups, flexibility of program design, market demand, interinstitutional and interdepartmental cooperation, degree of cooperation with employers, and the use of telecommunications and faculty to offer courses at noncampus sites. In considering quality, the state examines purposes or goals, the congruence between program goals and institutional planning processes of goals, the use of resources, the context in which the activities of the program take place, and the degree to which the program attains its goals. Perspectives of individual faculty members often center on the academic standards that would be met by the proposed program. At the departmental level, the quantity of resources allocated is often a major consideration for considering new degree programs. Institutional leaders, trustees, or board members vary in their approach to academic planning. In many cases, however, their attitudes seem to be to offer a new program if it is financially feasible and the faculty favor the program. (SW)

ED 200 110 HE 013 579

Scott, Robert A.

The Evolution of Roles and Aspirations: Bourgeois Choices for Females.

Pub Date—20 Mar 80

Note—8p. Panel presentation at the Annual Forum of Indiana Health Careers, Inc. (Indianapolis, IN, March 20, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affirmative Action, Career Choice, College Students, Employed Women, Employment Opportunities, Equal Opportunities (Jobs), Females, Futures (of Society), Higher Education, Labor Force, Nontraditional Occupations,

Occupational Aspiration, Role Perception, Social Change, Work Attitudes

Traditional female status, roles, and aspirations and changes that have occurred in American society are traced. While women were barred from colleges and universities in the 1800's, they now account for more than 50 percent of college students. It is projected that by the year 2000, women will represent an even larger percentage of the college population, and that if this change is accompanied by a rise in aspirations, there will be consequences for traditional female jobs. It is suggested that labor participation rates for females will probably continue to rise since there are more single women, more working couples, smaller families with fewer demands at home, inflation, and increased opportunities for women to use their skills in the work force. Both opportunities and aspirations will probably increase as equal rights legislation has its effect, as the predicted decline in high school graduates affects both college enrollment and the demand for skilled workers, as female role models become even more widely visible, and as the collective consciousness of the nation grows in its acceptance of women as leaders. The state can play a role in this process by providing financial aid in the form of grants and can provide loan forgiveness to those who take employment in certain fields, in certain settings, for certain periods of time. (SW)

ED 200 111 HE 013 580

Berry, Stan, Ed.

Entering Higher Education in the United States: A Guide for Students from Other Countries. Revised Edition, 1981.

College Entrance Examination Board, New York, N.Y.

Report No.—ISBN-0-87447-137-0

Pub Date—13 Mar 81

Note—53p.

Available from—College Board Publication Orders, Box 2815, Princeton, NJ 08541 (minimum order is 50 copies: 50-100 copies, \$65 each; 100 or more copies, \$55 each).

Pub Type—Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Admission Criteria, College Admission, College Applicants, College Choice, College Entrance Examinations, College Preparation, College Students, Eligibility, English (Second Language), Foreign Students, Graduate Study, Higher Education, International Educational Exchange, School Organization, Student Financial Aid, Undergraduate Study

Guidelines for students from foreign countries who are considering entering a college or university in the United States and which will be useful to colleges and universities that have foreign applicants are presented. General information about postsecondary education in the United States and steps in the application process are addressed along with what a student should consider in deciding to study in the United States, basic qualifications for final preparations before arrival, and college guidance resources available to students overseas. Information is provided on the different types of postsecondary institutions: four-year colleges, two-year community and junior colleges, institutes of technology, universities, and proprietary schools. Additionally, accreditation, the academic year, courses and grades, the educational background needed for undergraduate and graduate study, financial support, and English language proficiency are covered. Existing information sources, including the Foreign Student Information Clearinghouse, and the following aspects of the application process are examined: forms, fees, student records, English proficiency tests, undergraduate and graduate entrance examinations, personal recommendations, interviews, financial aid forms, and work opportunities. A checklist, glossary, selected resource materials, and a chart on the structure of education in the United States are included. (SW)

ED 200 112 HE 013 581

Levenstein, Aaron, Ed.

Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th, New York, New York, April 1980).

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bar-

gaining in Higher Education.

Pub Date—Apr 80

Note—134p.

Available from—National Center for the Study of Collective Bargaining in Higher Education, Baruch College, 17 Lexington Avenue, Box 322, New York, NY 10010.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Arbitration, Collective Bargaining, College Faculty, Conflict Resolution, Court Litigation, Due Process, Economic Climate, Economic Factors, Faculty College Relationship, Grievance Procedures, Higher Education, Legal Responsibility, Unions

Identifiers—California, Iowa, National Labor Relations Board v. Yeshiva Univ.

Proceedings of the 1980 conference of the National Center for the Study of Collective Bargaining in Higher Education, which focused on campus bargaining in the eighties, are presented. Contents are as follows: "The Economic Environment in the Eighties: the Necessity for Joint Action," by Gerie Bledsoe; "The Legal Environment: The Yeshiva Decision," by Aaron Levenstein; "The Legal Environment in the Eighties: The Agency Shop," by Joseph M. Bress; "Collective Bargaining in Higher Education: Expectations and Realities: A University President's Viewpoint," by John Silber; "Rights Issues: A Scramble for Power?" by Margaret K. Chandler and Daniel Julius; "Faculty Relations in Nonunionized Institutions," by Jerome Medallie; "Union Accountability: The Duty of Fair Representation," by Ildiko Knott; "The California Experience: Prototype of the Eighties?" by Thomas Mannix; "New Techniques of Conflict Resolution: Interest Arbitration in Iowa," by Robert Grant; "Faculty Accountability: Reality or Fantasy?" by Esther Liebert; "Bargaining and Conflict Management: New Directions for Academic Negotiations," by Robert Birnbaum; and "The Gray Area Between Due Process and Academic Judgment," by Benjamin Wolf. (SW)

ED 200 113 HE 013 582

Lindquist, Jack

Strategies for Change.

Pacific Soundings Press, Berkeley, Calif.

Pub Date—Jan 78

Note—274p.

Available from—Pacific Soundings Press, Berkeley, CA.

Pub Type—Books (010) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adoption (Ideas), Black Colleges, Change Strategies, Church Related Colleges, College Planning, Educational Change, Educational Innovation, Futures (of Society), Higher Education, Long Range Planning, Organizational Change, Organizational Development, Private Colleges, School Community Relationship, Small Colleges, State Universities

Identifiers—Hartwick College NY, University of South Carolina

Strategies for change in higher education are offered in an attempt to better cope with the changing environment facing higher education (i.e., diversity of students, declining enrollments, and retrenchment). Section I (Planned Change Theory and Research) examines strategies for change, the ivory tower image, and educational and organizational health at the strategies institutions. Section II (Case Histories of Planned Change) includes chapters on (1) stimulating innovation in a state university: University of South Carolina; (2) developing institutional supports for academic renewal: Hartwick College; (3) seeking a unique identity: "Quaker Academic College"; (4) other institutions, similar dynamics: a commuter private university, "Mountain College"; "Black Cooperative University"; and (5) enhancing teaching-learning flexibility: "Messiah College." Section III (Innovation as Adaptive Development) discusses strategies for an implementation of adaptive development. Offered are the following processes and factors of planned change in colleges: research and development, linkage or direct contact between knowledge resources and local persons, needs assessment, open development and decision, and supported implementation. The postscript suggests several reference books for further study into innovative change such as Havelock's "Guide to Innovation in Education." A rather ex-

tensive bibliography is offered on each chapter. (LC)

ED 200 114 HE 013 583
Ruthven, Avis J. Mazzotta, Louis M.

The Effects of Review Questions and Review Concepts on Retention in a Personalized System of Instruction Class.

Pub Date—Feb 81

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Experiments, Educational Psychology, Higher Education, Individualized Instruction, *Mastery Learning, Memory, *Retention (Psychology), Review (Reexamination), *Rote Learning, Study Skills, Undergraduate Students

Identifiers—*Keller Plan, *Personalized System of Instruction

Undergraduates enrolled in a Personalized System of Instruction (PSI) (Keller Plan) section of Principles of Educational Psychology at Mississippi State University were subjects in a study of the effects of no review (NR), review questions (RQ), and review concepts (RC), on short-term retention in a PSI class. The NR group received no review. The RQ group received review questions from the previous unit on their unit mastery tests. The RC group received review concepts from the previous unit. The test of retention was a multiple choice exam constructed by the investigators. A completely randomized blocking design was employed to analyze the data. The blocking variable was grade point average. The data were analyzed for the complete test of retention and for a subset of review-related questions. No significant differences were found among the NR group, the RQ group, and the RC group on a test of retention, a finding supported by previous research. No significant differences were found between the higher grade point average group and the low grade point average group. References and an appendix with several sample review questions are provided. (Author/LC)

ED 200 115 HE 013 585
The Administration of the Institutions of Higher Education Act, (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976).

Ministry of Education, Copenhagen (Denmark).
Pub Date—78

Note—18p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Deans, Administrators, *College Administration, College Faculty, *College Governing Councils, Elections, *Foreign Countries, *Governance, Government School Relationship, Grievance Procedures, *Higher Education, Museums, *Power Structure, Private Financial Support, State Departments of Education, State Legislation, Student Organizations

Identifiers—*Denmark

An English-language transcript of the Administration of the Institutions of Higher Education Act of Denmark (Act No. 362 of June 13, 1973 as amended in pursuance of Act No. 328 of June 10, 1976) is provided. General provisions lay out the responsibilities of the Ministry of Education in regard to higher education institutions. Responsibilities of the primary institutional administrators are outlined, as are the powers of collegiate governing councils. Election of academic administrators and representatives on the governing councils is spelled out in detail. The scope of interest and authority of the governing bodies is defined, and briefing, discussion, and voting systems are outlined. Special rules applying to specialized institutions or departments, non-state funding, museums, funding of student organizations, and governance groups are listed. Personnel supervision and grievance procedures are given, and temporary provisions are noted. (MSE)

ED 200 116 HE 013 586
Further and Higher Education in Denmark.

Ministry of Education, Copenhagen (Denmark).

Pub Date—80

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Admission, College Entrance Examinations, College Graduates, Employment Patterns, Engineering Education, Enrollment Projections, Enrollment Trends, *Foreign Countries, Glossaries, *Governance,

*Postsecondary Education, *Statewide Planning, Teacher Education

Identifiers—*Denmark

An overview is given of the system of postsecondary education in Denmark, and the current stage of development of the system. Recent legislative decisions affecting system components is referred to throughout the descriptions. These areas are covered: admission and admission examinations (trends in numbers and percentages since 1960, with admission figures displayed by general field of study or segment of higher education); regulation of admissions; institutions and their components; governance structures (briefly outlined); traditional curriculum focusing on teacher education and engineering as examples; 1976 graduates by field, with projections for 1985 and 1990; percentages of employment in the public and private sectors for university graduates; and Danish terms and their definitions within higher education. A chart illustrates the structure of the entire state system of education. (MSE)

ED 200 117 HE 013 592

Goodall, Richard L.

Marketing Post-Secondary Education in the U.S.A.

Pub Date—Nov 80

Note—107p. Some tables may not reproduce well due to light copy. Copyrighted appendices removed by ERIC before filming.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Choice, College Role, College Students, *Delivery Systems, *Educational Demand, *Higher Education, *Marketing, Models, Organizational Objectives, Outreach Programs, Postsecondary Education, School Business Relationship, *Student Recruitment

Identifiers—United States

The benefits and acceptability of marketing in postsecondary education are examined in response to evidence that indicates an increasing number of colleges and universities are turning towards the adoption of strategies and modes of administrative thinking that reflect commercial marketing techniques. The trend to use commercial techniques is attributed to two factors: (1) the growth of the 'Education Industry' has met and now exceeded the traditional sources of demand which are believed to have stabilized, or even shown a downturn and (2) other institutions are reporting successes both in attracting and retaining traditional student enrollments and in developing new ranges of educational services that will promote growth and ensure their survival. Chapters include: application of a marketing orientation in higher education, including pressures and resistance to marketing; a framework for educational service marketing which offers an 11-component model covering institutional mission, goal setting, situation analysis, service market analysis, service market planning, pricing, promotion, delivery, results, audit, and research data; and recent research and resources in marketing. Three major conclusions emerge: when an appropriate marketing system is followed by managers, immediate benefits may be visible to the institution; a wealth of resource materials are available to administrators for assistance in integrating a marketing plan; and marketing management is not a panacea for all threats to organizational survival. Appendices include community impact studies, market planning documents, list of marketing strategies, and 18 'publics' of an institution. A bibliography is provided. (LC)

ED 200 118 HE 013 602

Lenning, Oscar T. And Others

Student Retention Strategies. AAHE-ERIC/Higher Education Research Report No. 8, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—80

Contract—400-77-0073

Note—67p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$3.00 members, \$4.00 non-members).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Persistence, College Admission, College Attendance, College Environment, College Housing, *College Students, Compensatory Education, Curriculum Development, *Dropout Characteristics, *Dropout Prevention, Dropout Research, Educational Counseling, Educational Policy, Educational Research, Extracurricular Activities, Faculty Development, Higher Education, Potential Dropouts, Predictor Variables, *School Holding Power, School Orientation, *Student Attrition, Student Characteristics, Student College Relationship, Student Financial Aid, Student Needs, Student Recruitment

The research literature on types of student retention, correlates of retention, and action strategies to improve retention is reviewed. Retention or student persistence can be assessed in terms of completion of a degree of certificate, a program but not a degree, or a term or course. Retention may also be persistence to attain a personal goal but short of a degree or a certificate. One type of retention study is designed to determine the characteristics and attitudes that are common among students who persist and among those who drop out. Research has indicated both student and institutional correlates of retention, and a number of theories have postulated that the interaction and fit between students and their institution are important in explaining retention and attrition. A second type of retention study focuses on the practical application of retention strategies and their effectiveness in improving retention. A number of these studies are reviewed, beginning with the "What Works in Student Retention?" study (WWISR), the first comprehensive, national survey of action programs designed to improve retention. The action literature is discussed under two major headings: single-facet retention approaches and multifaceted approaches to improving retention. Twelve kinds of single-facet retention approaches are identified, and their effects on student retention are summarized: admissions and recruiting, advising, counseling, early warning and prediction, exit interviews, extracurricular activities, faculty and staff development, curriculum development, financial aid, housing, learning and academic support, orientation, and policy change. A bibliography is included. (SW)

ED 200 119 HE 013 603

Stordahl, Barbara

Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Mar 81

Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$5.75).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Faculty Development, *Faculty Evaluation, Higher Education, Individual Development, *Instructional Improvement, Peer Evaluation, Program Evaluation, Program Implementation, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teacher Effectiveness, *Teacher Role, Teaching Skills

The need for faculty development, approaches to faculty development, and 16 postulates for a successful faculty development program are examined, based on a survey of literature of the 1970s. Among the reasons faculty development is needed are the following: decreased faculty mobility caused by declining university enrollments, financial problems that require more efficient use of existing faculty, and the lack of awareness of the variety and sophistication of instructional methods available for classroom use. Approaches to faculty development range from the independent review by faculty members of their own courses and methods and attempts to make changes to emphasize the systematic design and implementation of instruction. Other approaches include the political approach, the educational research approach, and the interinstitutional approach. Assertiveness training workshops and growth contracts are methods by which faculty

members can become involved in their own development. Postulates for a successful program include the following: provide an acceptable rationale for why the faculty development program is needed, involve the faculty in planning, balance institutional priorities and individual needs, make participation voluntary, include part-time faculty, reward participation, publicize the program adequately, evaluate the results, and provide adequate funding. A bibliography is included. (SW)

ED 200 120 HE 013 604

Finlay, Cheryl Schratz. Crosson, Patricia H.

Women in Higher Education Administration: Status and Strategies.

American Association of Univ. Administrators, Oneonta, N.Y.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Note—7p.

Available from—American Association of University Administrators, P.O. Box 536, Oneonta, NY 13820 (\$5.50).

Journal Cit—Administrator's Update; v2 n3 Win 1981

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Education. *Administrators. Administrator Selection. Affirmative Action. *College Administration. Conferences. Decision Making. *Employed Women. Employment Level. Employment Practices. *Equal Opportunities (Jobs). *Females. Higher Education. Institutes (Training Programs). Males. National Organizations. Personnel Policy. Policy Formation. Professional Associations. Promotion (Occupational). Recruitment. Salary Wage Differentials. *Sex Discrimination. Status. Workshops

The status of women in higher education administration and strategies for increasing their numbers are considered, based on research studies on women and job structures in higher education, and from information on organizations and programs. General observations based on the studies include the following: women are underrepresented in major college policy-making positions and are clustered in low-level and middle-level stereotyped administrative positions; the problem is especially severe for minority women; women administrators are paid less than male administrators; the structure of the job market in higher education limits opportunities for women in higher education administration; and steady-state conditions in colleges and universities will jeopardize recent gains for women. Strategies to improve the situation may involve national and regional organizational activities and institutional practices and programs. Specific women's organizations and councils/caucuses of more broadly based professional associations that may be of assistance are briefly described, along with institutes, internships and other training programs, workshops, and conferences that have been developed for women administrators or that are committed to affirmative action. A variety of institutional programs and activities, including affirmative hiring goals and training programs for support personnel are identified. Individual initiatives that women administrators can take to improve their situation are also outlined. References are included. (SW)

ED 200 121 HE 013 605

Campbell, Patricia

Ready for College? (Freshmen Assess Their Preparation in English).

Pub Date—Mar 79

Note—91p.; For related document, see HE 013 606.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Curriculum. College English. *College Freshmen. *College Preparation. Communication Skills. *Educational Background. Educational Needs. Essays. Foreign Countries. Higher Education. Institutional Research. *Language Skills. *Reading Skills. *Student Attitudes. Student Needs. *Writing Skills

Identifiers—*College of Cape Breton NS

The views of incoming college freshmen at the College of Cape Breton, Nova Scotia, about the adequacy of their preparation in language were assessed as part of the college's annual 1978 entrance

testing program. Students were asked to write an essay on this topic, along with a second essay about the value of a college education, which is described in a separate report. Three distinct groups of students were identified: those who felt unready and unable to cope with college-level reading and writing assignments (53 percent); those who had rated themselves as prepared for college course work (26 percent); and those who failed to answer the test question as directed (20 percent) (instead of discussing their language ability or preparedness, these students talked about language competence or education generally). The factors to which students attributed their language difficulties were classified into the following eight categories: lack of instruction, automatic promotion, students' personal shortcomings, overcrowding, teachers' incompetence, use of nonprint instructional materials, home environment, and the media. Lack of instruction and practice in earlier schooling was named most often (44.5 percent of all complaints). Students' perceptions of their problems with regard to speaking, reading, and writing, and anticipated consequences of their language problems, are considered, along with their views of the contributing factors, based on unedited excerpts from their essays. Entrance test scores and the sex ratio of students of the three types of respondents are compared. (SW)

ED 200 122 HE 013 606

Campbell, Patricia

Why Go to College? (Freshmen Assess the Value of a College Degree).

Pub Date—Aug 80

Note—86p.; For related document, see HE 013 605.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Development. *College Attendance. *College Freshmen. *Educational Benefits. Education Work Relationship. *Employment Potential. Employment Qualifications. Essays. Foreign Countries. Higher Education. Individual Development. Institutional Research. Intellectual Development. Student Attitudes. Student Development. *Student Educational Objectives. *Student Motivation

Identifiers—*College of Cape Breton (NS)

The views of incoming college freshmen at the College of Cape Breton, Nova Scotia, about the value of a college education were assessed, as part of the college's annual 1978 entrance testing program. Students were asked to write an essay on this topic, along with a second essay about their language skills, which is described in a separate report. Of the 263 freshmen essay writers, all but 11 endorsed unequivocally the value of a college education. For 91.3 percent of respondents, job preparation was a reason for attending college; of those, 43.3 percent cited it as their sole reason. Of the remainder, some coupled job preparation with intellectual development (12.2 percent); some with social convention or personal conviction (14.4 percent); and others with character development (8 percent). Of the 23 (8.7 percent) who made no mention of job preparation, six (2.2 percent) said that they had come to college for intellectual development only; two (.8 percent) as a response to social convention or personal conviction alone. The rest of this group of 23 cited some combination of nonvocational incentives. An analysis of each of the cited reasons is presented that contains unedited student comments from the essays. Additional student essay comments are appended. It is concluded that students go to college largely because they feel it is essential to obtain well-paid, stimulating, and prestigious jobs. The implications of the view that college is a preparation for better living and that what one does for a living discharges one's social responsibility are briefly considered. (SW)

ED 200 123 HE 013 607

Scopino, John A.

Employment Attributes of Recent Science and Engineering Graduates. Special Report.

National Science Foundation. Washington, D.C. Report No.—NSF-80-325

Pub Date—Oct 80

Note—26p.; Statistical tables may not reproduce well.

Available from—National Science Foundation, Washington, DC.

Pub Type—Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bachelors Degrees. *College Graduates. Computer Science. Education Work Relationship. Employment Level. *Employment Patterns. *Engineering. Engineers. Females. Graduate Surveys. Higher Education. Labor Market. Males. *Masters Degrees. Occupational Surveys. Salaries. *Sciences. Scientists. Sex Differences. Social Sciences. Vocational Followup

Information on the 1979 employment activities of 1977 graduates with bachelor's and master's degrees in science and engineering (S/E) fields is presented. Trends in cohort size are analyzed to provide a historical perspective for the survey findings. Factors causing employment levels to be lower than the cohort size as S/E graduates made the transition from school to work are summarized, and the employment patterns of S/E graduates who are employed in S/E jobs and the implications of these patterns are examined. Among the findings are the following: employment in S/E jobs was obtained by about one-half of the bachelor's degree-holders and about three-fourths of the master's degree-holders; employment in part-time and non-S/E jobs occurs among only about one-sixth of the degree-holders in the labor force; while about 9 out of 10 of the engineering and computer science graduates were working in S/E jobs, only about 1 in 5 of the social science degree-holders were so employed; employment opportunities for recent S/E graduates have shifted toward jobs in industry and with the federal government; in general, the S/E utilization rates for men were higher than those for women at both the bachelor's and master's level; most of the differences in utilization rates can be attributed to concentrations of men or women in particular fields (men predominate in engineering and women in the social sciences); R&D activities continue to be the primary work of about one-third of scientists and engineers with recently acquired bachelor's and master's degrees. Salary information is also analyzed. (SW)

ED 200 124 HE 013 608

Konek, Carol W. And Others

Design for Equity: Women and Leadership in Higher Education.

Wichita State Univ., Kans.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—158p.; Colored pages may not reproduce clearly.

Available from—Educational Development Center, 55 Chapel Street, Newton, MA 02160.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120) - Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Blacks. *College Administration.

*Equal Education. *Equal Opportunities (Jobs).

*Females. Feminism. *Higher Education. Leadership. *Sex Discrimination. Social Change

Identifiers—*Project DELTA

Twenty-one articles are compiled on the struggle of women for equity in education, including background material, theory, practice, accomplishments, and legislation. Plans, programs, and accomplishments are outlined for Project DELTA, the Women's Educational Equity grant program, which has as its goal the promotion of equity for women in higher education, specifically in leadership and decision-making roles. Research has been focused on aspects of behavioral changes for women: life and career planning, self-assessment of leadership qualities and leadership skills, as well as on institutional policies and goals. Among the topics discussed in this manual are the Women's Educational Equity Act, "sexism in academe," the advancement of women in higher education administration, women's equity as a university priority, the dilemma of the black woman in higher education, and the question of whether the woman changes the system or vice-versa. Addresses and programs from various fields, abstracts of DELTA workshop activities, biographical notes on all participants in the present manual, and a selected bibliography are included. (PJM)

ED 200 125 HE 013 609

Coles, H. William. III
College Student Perceptions Four Year Follow-up:
1973-77, Characteristics of Freshmen Associated
with Retention.

State Univ. of New York, Buffalo. Student Testing
and Research Office.
Pub Date—Feb 81

Note—76p.
Available from—Student Testing and Research Of-
fice, Division of Student Affairs, State University
of New York, Buffalo, NY 14214.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Aspiration. *Academic
Persistence. *College Freshmen, College Seniors.
*Dropout Characteristics. Educational Back-
ground. Family Characteristics. Family Influence.
Followup Studies. Full Time Students. Higher
Education. Institutional Research. Interpersonal
Relationship. Occupational Aspiration. Personal-
ity Traits. *School Holding Power. Self Evalua-
tion (Individuals). State Universities. Student
Adjustment. Student Attitudes. *Student Attrition.
*Student Characteristics.

Identifiers—*State University of New York Buffalo.
Stapouts

A four-year followup study of the freshman class
of 1973 was conducted at the State University of
New York at Buffalo to determine the relationships
between student perceptions/characteristics of the
incoming freshmen and their retention status. The
College Student Perceptions survey, which was ad-
ministered to incoming freshmen, dealt with such
topics as educational experiences/expectations, ma-
jor and career plans, interpersonal relationships,
family, self-assessment, personal goals, and poten-
tially disrupting family events. Information con-
cerning high school class size and standing and
grade point average was obtained from student re-
cords. A total of 1,666 full-time, regular admissions
students completed the survey in 1973. Four years
later, 976 students, or 59 percent of the sample were
persisters; 599 students (36 percent) had left the
university, either dropping out or transferring; and
91 students (5 percent) had stopped taking courses
(or had taken two credit hours or less) for at least
a semester, then returned on a more full-time basis
and were currently enrolled. The responses of these
three groups differed significantly for only 67 of 305
survey items and two of 47 free-response items.
Those who stopped taking courses for a period were
the least satisfied with their high school academic
experiences and the least enthusiastic about attending
college. Compared to persisters and dropouts/leavers,
transfers, they rated themselves lower on such traits
as dependability, self-discipline, and competitiveness
(attributes frequently associated with degree
completion). Additional findings are discussed.
(SW)

ED 200 126 HE 013 610

Tenure Practices in Universities and 4-Year Col-
leges Affect Faculty Turnover.

National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.

Report No.—NSF-81-300
Pub Date—23 Feb 81

Note—6p.; Not available in paper copy due to mar-
ginal legibility of original document.

Available from—National Science Foundation,
Washington, DC 20550.

Journal Cit—Science Resources Studies Highlights;
Feb 23 1981

Pub Type—Reports - Research (143) — Collected
Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Availa-
ble from EDRS.

Descriptors—*College Faculty. Doctoral Degrees.
*Employment Opportunities. *Engineering.
Higher Education. Labor Market. *Labor Turn-
over. School Surveys. *Science Departments.
Teacher Employment. *Tenure

Tenure practices in science and engineering (S/E)
departments in universities and 4-year colleges with
tenure systems were estimated, based on a 1978-79
survey of member institutions of the Higher Educa-
tion Panel of the American Council on Education.
The survey findings were designed to help assess the
effect of the tenure system on the number of faculty
openings for new doctorates. Of the faculty open-
ings available to recent doctorates, about 4 percent
of the full-time S/E positions became vacant as the
result of the failure of faculty to earn tenure or the
expiration of nontenure-track openings. In addition,
2 to 3 percent of faculty positions opened due to

retirement, other voluntary separations, and death.
Growth in the number of faculty positions was the
other major source of openings, accounting for ap-
proximately 4 percent of the full-time S/E positions.
The greater the proportion of faculty who hold ten-
ure, the smaller the number of potential openings for
recent doctorates. About two-thirds of the 123,000
full-time S/E faculty at universities and 4-year col-
leges held tenure, another one-fourth were not
tenured but in tenure-track positions, and about 1 in
14 were in nontenure-track positions. Data are also
provided on tenure approval rates, reconsideration
rates for those denied tenure, and pretenure proba-
tionary periods. Information is provided on tenure
status and tenure decision outcomes of S/E faculty
by field, institutional level, and type of institution.
If the number of full-time faculty does not increase
because of declining college enrollments, the tenure
system may be an important source of openings for
new faculty, if no major changes occur in tenure
practices. (SW)

ED 200 127 HE 013 611

Springob, H. Karl
Differences Between Persisting, Transfer and Fail-
ing Students at an Eastern Engineering College.

Stevens Inst. of Tech., Hoboken, N.J.
Spons Agency—National Science Foundation.

Washington, D.C.
Pub Date—74

Grant—NSF-GU-3530
Note—98p.

Available from—Laboratory of Psychological Stud-
ies, Stevens Institute of Technology, Castle Print
Station, Hoboken, NJ 07030 (\$7.50).

Pub Type—Reports - Research (143) —
Tests/Questionnaires (160) — Information Anal-
yses (070)

EDRS Price - MF01 Plus Postage. PC Not Availa-
ble from EDRS.

Descriptors—Academic Achievement. Academic
Aptitude. *Academic Persistence. Bachelors De-
grees. *College Students. Comparative Analysis.
*Engineering. Failure. Family Characteristics.
Followup Studies. Higher Education. Occupa-
tional Aspiration. Personality Traits. Question-
naires. *School Holding Power. Student
Attitudes. *Student Attrition. Student Behavior.
*Student Characteristics. Study Habits. Transfer
Students. Vocational Interests. Withdrawal (Edu-
cation)

Identifiers—*Stevens Institute of Technology NJ

Attrition among urban engineering students at
Stevens Institute of Technology was studied. At the
time of the student's college entry, various ability,
achievement, personality, interest, and biographical
factors were analyzed in an effort to predict student
persistence, withdrawal, or academic failure. For the
381 male students who entered the college in
September 1969, 259 graduated and received their
B.S. degree, 82 failed, and 40 voluntarily left for
nonacademic reasons and transferred. Among the
findings are the following: the average Scholastic
Aptitude Test scores on the verbal and mathematics
tests were lowest for the fail group and highest for
the group that left the college and presumably trans-
ferred elsewhere; there were no significant differ-
ences between the three groups on the
Brown-Holtzman Survey of Study Habits and Atti-
tudes; students who persisted to graduate differed
statistically from transfers on 22 of the occupational
scales of the Strong Vocational Interest Blank for
Men; significant differences between those who gradu-
ated and those who transferred were found on the
F, Mf, and Sc scales of the Minnesota Multiphasic
Personality Inventory (MMPI) (transfers obtained
higher mean scores); the fail group obtained higher
mean scores than the persisters on the Ma, Pd, Sc
and F scales of the MMPI; and greater number of
students who failed came from homes in which the
parents were widowed, divorced, separated, or both
deceased. An extensive literature review, a bibliog-
raphy, and a sample student personal data record
questionnaire are included. (SW)

ED 200 128 HE 013 612

Cooperative Program in Urban Affairs and Public
Services, Final Program Report, February 1978.

American Association of State Colleges and Univer-
sities, Washington, D.C.

Spons Agency—National Science Foundation,
Washington, D.C. Office of Intergovernmental
Science Programs.

Pub Date—Feb 78
Grant—ISP-76-00511-A01; ISP-76-00511

Note—31p.; For related document, see HE 013
613.

Pub Type—Reports - Descriptive (141) — Reports
- Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Role. *Cooperative Plan-
ning. Federal Government. Government School
Relationship. *Higher Education. *Local Govern-
ment. Outreach Programs. Professional Associa-
tions. Public Relations. School Community
Programs. *School Community Relationship. Urban
Universities

Identifiers—*Public Service

The American Association of State Colleges and
Universities (AASCU), the International City Man-
agement Association (ICMA), and other national
higher education and public-interest groups met in
a series of national and regional meetings in a co-
operative planning effort to improve academic public
service. On a national level, it was agreed that
higher education could be more generally respon-
sive to the needs of local government for training,
applied research, and technical assistance. Program
efforts at local levels demonstrated that academic
leaders had moved beyond the question of
"whether" to that of "how" to enter into effective
relationships with local governments. At both levels
it was agreed that bridging the "two-cultures" gap
between academe and government would stimulate
innovations and disseminate ideas about approaches
to academic public service. Such a communication
bridge would aid in the assessment of public needs
and of what colleges and universities might be ex-
pected to provide. By the conclusion of the project,
the national organization had determined to in-
teract informally and to develop more formal work-
ing arrangements on the basis of specific projects
that address mutual interests and needs. One such
federally funded project demonstrated a network of
university-local government collaborative programs
on energy conservation. A list of participants is ap-
pended, along with two separate papers: "AASCU
Institutions and Public Service," by Kurt Smith, and
"How Colleges Can Help State Government," by
Robert Spencer. (PJM)

ED 200 129 HE 013 613

The Planning Project Grant to Develop a Coopera-
tive Action Program in Urban Affairs and Acad-
emic Public Service. Final Program Report,
March 1976.

American Association of State Colleges and Univer-
sities, Washington, D.C.; International City Man-
agement Association, Washington, D.C.

Spons Agency—National Science Foundation,
Washington, D.C. Office of Intergovernmental
Science Programs.

Pub Date—Mar 76
Grant—ISR-76-00511

Note—117p.; For related document, see HE 013
612.

Pub Type—Reports - Descriptive (141) — Reports
- Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Role. *Cooperative Plan-
ning. Federal Government. Government School
Relationship. *Higher Education. Local Govern-
ment. Outreach Programs. *Professional Associa-
tions. Program Design. Public Relations. School
Community Programs. *School Community Rela-
tionship. Urban Universities

Identifiers—*Public Service

In recent years there has been no national educa-
tional association with an office devoted to the en-
couragement of college and university involvement
in urban affairs and public service. To fill this void,
the American Council on Education asked the
American Association of State Colleges and Univer-
sities (AASCU) to assume leadership responsibilities
for the development of such an office for several
higher education associations. AASCU, with coop-
eration from the International City Management
Association (ICMA), proposed to organize and con-
duct an intensive short-term planning project for a
cooperative action program in urban affairs and ac-
ademic public services. Three objectives were set and
met: (1) to identify specific public and private in-
stitutions with interest in the proposed program; (2)
to engage key individuals from these groups to assess
their needs and interests and potential input; and (3)
to establish formal linkages with these groups in-
terested in program participation. A planning work-
shop secured endorsement for an Office of Urban
Affairs and Public Service. New goals and objec-
tives for the office are identified, including (1) estab-
lishing new linkages among academe, national
organizations, private foundations, and local gov-

ernment, and (2) identifying alternatives for the modification of college teaching, research, and service within the community. Appended are pre-workshop correspondence, the workshop proceedings, and other workshop information. (Author/PJM)

ED 200 130 HE 013 614

Yanoff, Jay M. And Others

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy.

Pub Date—12 Mar 81

Note—23p.; Paper presented to the Annual Eastern Educational Research Association Conference (4th. March 12, 1981).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Evaluation, Course Objectives, *Evaluation Methods, Higher Education, *Instructional Improvement, *Interdisciplinary Approach, *Pharmaceutical Education, *Student Evaluation of Teacher Performance, Student Reaction, Teacher Improvement

In response to criticism regarding unimaginative, didactic education in pharmacy education one faculty was evaluated by an outside consultant and, as a result, developed a comprehensive course in pharmacotherapeutics to help students integrate information from several disciplines and to become better problem solvers. In order to evaluate the course and identify objectives, a comprehensive data collection system was established to obtain information on participating students and faculty. The data were used immediately to determine where changes should be made in the course and to provide feedback to each teacher regarding instructional effectiveness. Three types of data were collected: demographic (lecture hours, number of objectives, etc.), course outcome data (student grade averages, examination scores), and student feedback. The course, which had been divided into 14 blocks, was evaluated in each block by the students. When students were asked to identify the percent of objectives met in the course, 82.6 percent indicated that at least 90 percent of the objectives were met. The results indicate the significance of the evaluation process. Beginning with alternative conceptual models and faculty training workshops, the faculty was able to implement a realistic model for a team-taught, multidisciplinary course. Questionnaire forms and tables showing statistical findings are attached. (PJM)

ED 200 131 HE 013 615

Nursing Education in Alabama: Supply and Demand. Quality of Programs and Minority Representation.

Alabama State Commission on Higher Education, Montgomery.

Pub Date—14 Nov 80

Note—209p.; Some tables may not reproduce well due to marginal legibility of original.

Available from—Alabama Commission on Higher Education, 1 Court Square, Suite 221, Montgomery, AL 36104.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Accreditation (Institutions), *Accrediting Agencies, Advisory Committees, Certification, Degrees (Academic), Demand Occupations, Employment Opportunities, *Ethnic Distribution, Higher Education, *Labor Needs, *Nurses, *Nursing Education, State Boards of Education

Identifiers—*Alabama

An Advisory Committee on Nursing Education, established to examine the supply of and demand for registered nurses in Alabama, was charged with: (1) continuing the development of a projection model for the supply and demand (including a determination of the proper mix of nurses prepared at the baccalaureate, associate, diploma, and practical levels); (2) conducting a review of existing nursing programs; and (3) considering the racial/ethnic minority mix of registered and practical nurses. A shortage of active and practicing registered nurses in 1984 is projected, but an adequate supply of active and practicing licensed practical nurses is assumed. The legal responsibilities of the Alabama Board of Higher Education and the Board of Nursing are identified and differentiated, including those dealing with program review and certification. Findings on the passing rate of the nursing licensing

exam are presented. It is shown that data are incomplete for racial/ethnic minority comparisons in nursing. The committee recommends that the Alabama Board of Nursing support and utilize existing programs rather than establish new ones to meet future demands and that data be developed on racial/ethnic mix of nurses. An historical review of nursing in Alabama is included. (PJM)

ED 200 132 HE 013 616

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979.

George Washington Univ., Washington, D.C. Dept. of Health Care Sciences.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRP-0902794

Pub Date—30 Jun 79

Contract—HRA-231-77-0123

Note—12p.; For a related document, see HE 013 617.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinical Experience, Educational Objectives, *Faculty Development, Higher Education, *Medical School Faculty, Physicians, *Physicians Assistants, Practicums, Practicum Supervision, *Teacher Improvement, Teaching Hospitals, Workshops

Identifiers—*Clinical Teaching (Health Professions)

An educational workshop series was created to prepare clinical coordinators in Physician's Assistant (PA) programs to assist clinical instructors and preceptors in designing, implementing, and evaluating learning experiences for PA students that focus on clinical skills. Six goals were established: (1) develop a strategy for outlining the student goals during clinical rotations and preceptorships (including involving the student more in formulating clear, appropriate, and relevant objectives); (2) establish a methodology to meet these goals; (3) determine the criteria for measuring goal attainment; (4) plan for the recruitment of clinical instructors; (5) foster team functioning in clinical sites; and (6) establish criteria for evaluating clinical sites and clinical instructors. The workshop ultimately aided participants in developing educational programs for PAs in their own areas and in increasing student-teacher communication. It is recommended that faculty who conduct faculty development efforts should be experts in medical education, that a variety of audiences be considered for faculty development efforts, and that PA faculty should have more experience in working with preceptors. (PJM)

ED 200 133 HE 013 617

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979.

George Washington Univ., Washington, D.C. Dept. of Health Care Sciences.

Spons Agency—Health Resources Administration (DHHS/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No.—HRP-0902788

Pub Date—79

Contract—HRA-213-77-0123

Note—100p.; For related document, see HE 013 616.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Clinical Experience, Educational Objectives, Evaluation Criteria, *Faculty Development, Faculty Evaluation, Higher Education, *Medical School Faculty, Models, *Physicians Assistants, Program Development, Program Evaluation, Regional Programs, Student Evaluation, Teacher Recruitment, *Teacher Workshops, Teaching Skills, Team Teaching

Identifiers—*Clinical Teaching (Health Professions)

A program designed to develop, conduct, and evaluate an educational workshop series to prepare physician's assistant (PA) clinical coordinators to assist clinical instructors in the planning, teaching, and evaluation of students in clinical skills is described. Six regional workshops were held, with two workshops each in three geographic regions. Workshop goals included: developing a strategy for ou-

tlining participants' goals for students during clinical rotations; establishing a methodology to meet those goals; determining criteria to be used for measuring the attainment of those goals; planning for the recruitment of clinical instructors; fostering team functioning in clinical sites; and establishing criteria for evaluating clinical sites and clinical instructors. The procedures for setting up the workshops, establishing criteria for participants and programs, and addressing the above goals are detailed, along with the methodological approach, findings, conclusions, and recommendations. The most important recommendation evolves from the finding that most PA faculty have had little or no preparation for teaching and working with preceptors. Since the quality of educational programs depends on the competence of the faculty, it is crucial that PA faculty development be viewed as an important ongoing activity. A variety of audiences should be considered for faculty development efforts, including preceptors, PA program administrators, PA and MD faculty, as well as students. Among the appended materials are participant evaluation forms and evaluators' reports. (Author/SW)

ED 200 134 HE 013 618

Dane, J. K. And Others

Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.

Policy Research Inc., Baltimore, Md.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRP-0902795

Pub Date—80

Contract—HRA-232-79-0056

Note—11p.; For related document, see HE 013 619.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Problems, *Clinical Experience, Delivery Systems, Dental Evaluation, *Dentistry, *Dentists, Employer Employee Relationship, Higher Education, *Needs Assessment, *Office Management, Peer Influence, *Problem Solving, Professional Continuing Education, Relevance (Education)

Identifiers—*Private Practice (Medicine)

An executive summary of a study designed to investigate the identification and solution of clinical and nonclinical problems in dental practice is presented. The study used a combination of structured group meetings of individuals involved in dentistry and related areas and written workbooks completed by participants. A steering committee advised the study staff on methods and procedures for the conduct of the research and the analysis of results. Four task groups developed the workbooks designed around a taxonomy of problems in dental practice. The taxonomy contained three major problem classifications: management, administrative/operational, and technical/clinical. Task force members identified and described dental practice problems more frequently in nonclinical areas of practice than in clinical areas. Practice management and administration problems accounted for 75 percent of all problems identified. Solution strategies to practice problems involve the use of multiple resources, and sometimes mix formal and informal resources. Peer consultation was the most frequently used resource, followed by independent study and the assistance of external professional support. Continuing education was the fourth most frequently mentioned resource used in problem-solving. Specific recommendations address research into the resources, skills and competencies used by dentists in solving practice problems. Efforts aimed at developing problem-oriented educational experiences in continuing dental education, particularly in areas of practice administration, were also recommended. (SW)

ED 200 135 HE 013 619

Dane, J. K. And Others

Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.

Policy Research Inc., Baltimore, Md.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRP-0902798

Pub Date—80

Contract—HRA-232-79-0056

Note—149p.; For related document, see HE 013 618.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrative Problems. *Clinical Experience. Delivery Systems. Dental Evaluation. *Dentistry. *Dentists. Employer Employee Relationship. Higher Education. *Needs Assessment. *Office Management. Peer Influence. *Problem Solving. Professional Continuing Education.

Identifiers—*Private Practice (Medicine)

A study was conducted to identify and analyze clinical and nonclinical problems commonly met by dental practitioners, and the strategies and resources used by dentists to resolve these problems. Nearly 50 individuals in dentistry and related areas were organized into a steering committee and four task groups. Data were gathered through meetings of these groups and through written workbooks completed by participants. Results indicated that nonclinical practice problems are identified as problems more frequently than clinical problems, and are more difficult for practitioners to resolve. Different types of problems occur at different times in the lifetime of a dental practice, and a large number of problems are identified within the first five years of practice. Solution strategies to practice problems involve the use of multiple resources, frequently mixing formal resources such as education with informal peer consultation and independent study. Peer consultation was the most frequently mentioned resource in problem solving; continuing dental education was the fourth most frequently mentioned resource. Conclusions regarding the occurrence and distribution of problems in dental practice and the solution strategies employed in resolving problems are examined, and recommendations for research and development in problem-oriented continuing dental education are offered. Forms and materials used with group members are appended, along with a taxonomy of problem areas in dental practice and a list of resources for problem solving. (Author/SW)

ED 200 136 HE 013 620

A Regional Plan for Optometric Education in the West.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRA-80-66

Pub Date—Sep 80

Contract—HRA-232-78-0130

Note—91p.

Available from—Health Resources Administration, Division of Associated Health Professions, Bethesda, MD 20014.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education. Advisory Committees. Budgets. Clinical Experience. College Admission. Cooperative Programs. Employment Opportunities. Faculty Development. Graduate Students. Higher Education. *Intercollegiate Cooperation. Labor Market. Library Services. *Optometry. Professional Continuing Education. *Professional Education. *Regional Planning. Resource Materials. *Shared Services. Student Recruitment.

Identifiers—Southern California College of Optometry. *United States (West). University of California Berkeley CA. University of the Pacific CA.

A regional plan for optometric education in the western United States is summarized. Central to the plan is the development of cooperative programs among the region's three schools, the Pacific University College of Optometry, Southern California College of Optometry, and the University of California School of Optometry at Berkeley. A plan for the phased implementation of this regional program, which outlines a schedule and budget for a three-year period, is included. The proposed regional plan is composed of four major programmatic components: access and admissions, a cooperative network of off-campus clinical training sites, a manpower program, and institutional resource sharing. Enrollment needs for each state would be examined on the basis of labor needs and educational access. The three schools would share their fourth-year clinical curriculum while at the same time providing services to participating states. Institutional resource sharing would include the following five activities: development of common learning resource materials, implementation of a joint faculty development program, coordination of graduate student recruitment, coordination of library services, and

development of advanced educational programs for practitioners. Coordination of the plan would occur at three different levels. A School Coordinating Committee will be responsible for operation of the educational plan, along with policy and procedural issues related to curriculum. State Coordinating Committees will be responsible for implementation/coordination within each state, and a Regional Advisory Committee will provide overall coordination. (SW)

ED 200 137 HE 013 621

The California Student Opportunity and Access Program: An Initial Evaluation.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jan 81

Note—46p.

Pub Type—Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education. Accountability. *Articulation (Education). *College Attendance. College School Cooperation. *Community Colleges. Consortia. Cooperative Programs. Educational Opportunities. Higher Education. *High School Graduates. Intercollegiate Cooperation. *Low Income Groups. Outreach Programs. *Postsecondary Education. Program Administration. Program Costs. Program Evaluation. Program Implementation. State Legislation. Student Recruitment. Transfer Students.

Identifiers—California. *California Student Opportunity and Access Program

An evaluation of the California Student Opportunity and Access Program (Cal-SOAP) by the Postsecondary Education Commission is presented. The Cal-SOAP is a competitive-grants program designed to encourage cooperative, interinstitutional projects to increase the enrollment of low-income high school students in postsecondary institutions and to increase the number of low-income community college students who transfer to four-year institutions. Questions addressed by the evaluation are as follows: whether activities are implemented as planned, the number of students being served, whether the projects are adequately staffed and managed, the degree of progress that has been made toward achieving the stated objectives, and the cost of the program. The following five projects that were awarded grants for 1979-80 and 1980-81 are examined: Central Coast EOP/S Consortium (Project HELP, Santa Clara County); Educational Guidance Center Consortium (East Bay); San Diego County Cal-SOAP Consortium (San Diego County); Solano University and Community College Education Support Services (SUCCESS, Solano-Yolo County); and South Coast EOP/S Consortium (Orange County). During the developmental first year, almost all of the Cal-SOAP project activities have been implemented as proposed. The pilot projects are experimenting with strategies to reduce duplication in outreach efforts, to disseminate information, and to use college students as peer tutors/counselors with high school students. The text of the enabling legislation is appended. (SW)

ED 200 138 HE 013 623

Informing the Future: A Plan for Higher Education for the Eighties.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date—30 Jan 81

Note—115p. For related document, see HE 013 624.

Available from—Coordinating Board, Texas College and University System, P.O. Box 12788, Capitol Station, Austin, TX 78711.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accountability. Articulation (Education). Black Students. Collective Bargaining. College Administration. College Curriculum. *College Planning. Community Colleges. Construction Programs. Continuing Education. Economic Factors. Educational Economics. *Educational Finance. Educational Television. Energy. Enrollment Trends. Financial Problems. *Futures (of Society). Government School Relationship. *Higher Education. Inflation (Economics). Latin Americans. Leadership Responsibility. Mexican Americans. Research Projects. State Boards of Education. *State Colleges. *Statewide Planning. Student Financial Aid. Teacher Salaries. Tenure. Trend Analysis. Water Resources

Identifiers—*Texas

Major issues that will affect Texas higher education in the next decade are addressed. Data and information about the higher education system are presented, and an attempt is made to determine the impact of trends and issues upon colleges and universities. Concepts and perspectives on the appropriate response by higher education and planning approaches at the state and institutional level are considered. Projections for the 1980s are made about the following conditions: inflation, impact of energy costs on higher education, energy resources, taxpayer resistance, water resources, and the Texas economy. The following new developments are addressed: enrollment in Texas colleges and universities; the funding issues pertaining to costs, formulas, and reallocations; accountability, management effectiveness, and tighter governmental control; instructional television; construction slowdown; and collective bargaining. Issues of ongoing concern include: leadership, tenure, faculty salaries, research, college curricula for the 21st century, articulation, continuing education, Blacks and Hispanics in Texas public higher education, and postsecondary education and occupational demand. The situation in the public sector, fields of instruction, the community colleges, education for the health professions, private higher education, student financial aid in the 1980s, and the governance structure of the state higher education system are addressed. Recommendations are offered to the legislature and to colleges and universities, and priorities for the coordinating board are listed. (SW)

ED 200 139 HE 013 624

Informing the Future: A Plan for Higher Education for the Eighties. Working Papers.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date—Jan 81

Note—209p. For related document, see HE 013 623.

Available from—Coordinating Board, Texas College and University System, P.O. Box 12788, Capitol Station, Austin, TX 78711.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Allied Health Occupations Education. Campus Planning. Collective Bargaining. College Faculty. *College Planning. Community Colleges. *Educational Finance. Educational Research. Educational Technology. Energy Conservation. Financial Support. *Futures (of Society). General Education. *Higher Education. Leadership. Private Colleges. Public Support. School Demography. State Aid. State Colleges. *Statewide Planning. Tax Allocation. Tenure. Urban Universities. Vocational Education. Water Resources

Identifiers—*Texas

Major issues affecting higher education in Texas in the 1980s are identified in 20 working papers from outside consultants, the academic community, and Texas College and University System Coordinating Board staff. Topics and authors include: higher education in Texas in the 1980s (Christopher Dede); leadership in higher education (Joseph Kauffman); education for the future (John D. Moseley); media and technology (John E. Fryman); faculty tenure (William R. Keast); the importance of research (H. Eldon Sutton); collective bargaining (Milden J. Fox, Jr.); state support of higher education (John Harris); independent higher education in Texas (Charles H. Oestreich); potential impacts of water resources on higher education in Texas (Robert M. Sweazy, Lloyd V. Urban, and George A. Whetstone); significant issues confronting Texas higher education (William R. Johnson); issues influencing the future of urban institutions of higher education (Charles E. Bishop); health professional education (Edward N. Brandt, Jr.); community college funding (Jean Richardson); public community college program development and involvement in the 1980s (Robert L. Clinton); investment in higher education: balance between general and vocational education (Doris Burbank); public higher education finance; statewide planning for campus construction; and energy resources. (LB)

ED 200 140 HE 013 625

A Report on Health Sciences Education Planning for California: 1980-1982.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jan 81

Note—182p. Statistical tables may not reproduce well.

Available from—California Postsecondary Education Commission, Sacramento, CA.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Allied Health Occupations Education, Classification, College Graduates, *Dental Schools, Enrollment Trends, Geriatrics, Graduate Medical Education, Graduate Study, *Health Occupations, Health Services, Higher Education, *Medical Education, *Nursing Education, Optometry, Osteopathy, Pharmacy, Podiatry, Preventive Medicine, Professional Education, *Statewide Planning, Undergraduate Study

Identifiers—*California

Health sciences education planning for California for 1980-82 is examined. The adequacy of educational programs in meeting the needs of California for professional personnel in medicine, nursing, dentistry, pharmacy, and optometry is assessed. Data on enrollments and graduation rates in these fields are updated from the 1978 plan, and similar data on the fields of osteopathy and podiatry are included. Progress in implementing recommendations from the 1978 plan is assessed, and the role of nurse practitioners in geriatric health care is examined. The most recent Health Manpower Plan and the State Health Plan are also reviewed. Various careers that are included in the generic term of allied health are identified, a classification structure for allied health is presented, and the educational and training programs in these fields are described with respect to institutional setting, enrollments, and numbers of graduates. Additionally, preventive health care, and the educational components that provide the professional personnel for prevention vis-a-vis cure in health care are briefly reviewed. Some general areas of discussion include graduate medical education, attrition in the nursing profession, programs in nurse-midwifery, and information needs for health science planning. Recommendations of the Graduate Medical Education National Advisory Committee are appended. (SW)

ED 200 141 HE 013 626

College-Going Rates in California, 1979 Update (A Summary).

California State Postsecondary Education Commission, Sacramento.

Pub Date—Feb 81

Note—124p.

Available from—California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA 95814.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Freshmen, *College Transfer Students, Community Colleges, *Enrollment Trends, *Ethnic Distribution, Ethnic Groups, Females, *Higher Education, Hispanic Americans, State Universities

Identifiers—*California

College-going rates of recent California high school graduates for three public segments of California (Fall 1974 through Fall 1979) and for accredited independent colleges and universities (1977 through 1979) are reported. Gains and losses experienced in various counties are examined in light of statewide trends. The ethnic distribution of high school graduates in 1979 is compared with the distribution of first-time freshmen in the University of California, the California State University, and the community colleges, for men and women separately. The flow of transfer students from community colleges to the University and to the State University is examined to determine whether there were decreases since the mid-1970's. A comparison of the ethnic distribution of transfer students in Fall 1979 with that of community college students generally is also shown. Results indicate, among others, that: (1) the college-going rate for recent graduates of California high schools was higher in 1979 than in 1978; (2) gains made by women in the late 1970's are significant, particularly in enrollment of freshmen at the state universities; and (3) ethnic group freshmen enrollment, other than Hispanic, is greater than their distribution among high school graduates. Hispanics are underrepresented. Statistical charts

and graphs are included. (Author/PJM)

ED 200 142

HE 013 627

Wandira, Asavia

The African University in Development.

Pub Date—78

Note—136p.

Available from—Ravan Press, Queensbridge, 60 Juta Street, Braamfontein, Johannesburg, 2001 South Africa.

Pub Type—Books (010) — Opinion Papers (120) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—*African History, *College Role, *Developing Nations, *Educational Development, Futures (of Society), Human Resources, School Community Relationship, School Role, *Universities

Identifiers—*Africa, Ghana, Uganda, Zambia

The role of the African university in the development of the continent is discussed in terms of African educational history and its effect on societal needs of communities, the influence of Western conceptions of the university, and the world role it can play within the academic community. The first essay examines the historical development of the search for models of university development in Africa, the second, the special problems and opportunities of the "one-country-one-university" institutions. In a third essay the implications of bringing the university into active participation in the development of out-of-school education are discussed. The fourth essay focuses on the problems of creating a highly specialized and motivated staff. The final section recommends that the African university assess anew its service and relationship to society. Several aspects of the university are cited as weaknesses and subjects for future considerations, such as improvement of the system of non-formal education and the development of lifelong education. Tables include: (1) primary pupils as a percentage of all children of school-going age in some African countries, 1970 and (2) simple age-education profile of Uganda, Ghana, and Zambia. (LC)

ED 200 143

HE 013 628

Doeringer, Peter B. Ed.

Workplace Perspectives on Education and Training, Volume I.

Pub Date—81

Note—172p.

Available from—Martinus Nijhoff Publishing, Kluwer Boston, Inc., 190 Old Derby Street, Hingham, MA 02043.

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Blue Collar Occupations, Cooperative Education, *Education Work Relationship, Employers, Graduate Medical Education, *Industrial Training, Industry, *Labor Force Development, On the Job Training, Paraprofessional Personnel, Postsecondary Education, *School Business Relationship, Teaching Hospitals, Unions, Values, *Work Experience Programs

Identifiers—Michael Reese Hospital IL, *National Institute of Education, Xerox Corporation

Selections from materials developed for a National Institute of Education two-day workshop to examine workplace perspectives on education and training policy are presented. Participants included employer and trade union representatives, education and training specialists, policy analysts, and government officials. Part I on national perspectives includes the following: Public Education and Industrial Training in the 1980s (Clark C. Abt); Training in Industry (Ernst W. Stromsdorfer); and Changing Worker Values and Worker Utilization of Industrial Skills Training (Herbert L. Selesnick). In the following sections on workplace perspectives, papers include: Training by and for Employers (Bruce Vermeulen); Education and Training Programs at Xerox (John R. Dinkelspiel); Education and Training Programs in the Bell System (Judith W. Springer); Training for Unionized and Regulated Occupations (Patricia Flynn Pannell); Education and Training Programs of the International Union of Operating Engineers (Phyllis H. Isreal); Training and Development at Michael Reese Hospital (Dean L. Kimmerly); Training by and for the Government (Susan Hudson-Wilson); and An Overview of Training in the Public Sector (David A. Smith). Four major functions are cited for the education and training system: (1) to prepare the work force to meet the nation's job requirements; (2) to facilitate adaptation to structural change in the economy; (3)

to improve economic performance; and (4) to promote more equal access to employment. A section is included with information about the contributors. (LC)

ED 200 144

HE 013 629

Sharma, G. D.

Enrollment in Higher Education, A Trend Analysis (1961-75).

Association of Indian Universities, New Delhi (India).

Pub Date—Aug 77

Note—126p.

Available from—Pearl Offset Press 5/33 Kirti Nagar, Industrial Area, New Delhi 110015, India.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational History, Education Work Relationship, Enrollment Influences, Enrollment Rate, *Enrollment Trends, Faculty, *Foreign Countries, Higher Education, Policy Formation, *Postsecondary Education, School Community Relationship, Trend Analysis

Identifiers—*India

Examined are the trends in enrollment in higher education in India over a period of 15 years (1961-1975). The decrease reported in enrollment in Indian universities is attributed to three factors: (1) with the introduction of the 10+2+3 system, the basis of calculations has undergone a change; (2) the unemployment among the educated has given rise to fewer relying on an education for their future employment; and (3) the decrease in rapid development among the people has made it more difficult to populate the universities. Section I examines the background, the problem, and the objectives of this occasional paper. Section II examines the trend analysis and its pattern by faculty, stages, and states. Section III is devoted to the factors influencing enrollment, offers a hypothesis, and suggests future trends. Section IV discusses implications on the economy, employment, and output of graduates. It is suggested that to insure constant enrollment, improvement in the quality of education should be achieved by teacher training, provision of library and laboratory facilities, and hostel facilities for students. Tables, graphs, and appendices offer information on enrollment in higher education by faculty, by stages, with regard to variables, admission targets, and annual growth rates. A bibliography is provided. (LC)

ED 200 145

HE 013 630

Joshi, K. L.

Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization.

Association of Indian Universities, New Delhi (India).

Pub Date—77

Note—320p.

Available from—Popular Prakashan Private Limited, 35C, Tardeo Road, Bombay 400 034, India.

Pub Type—Reports - Evaluative (142) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Colleges, *Educational Improvement, *Foreign Countries, Higher Education, Input Output Analysis, Open Universities, Organization, Organizational Change, *Organizational Development, *Postsecondary Education, *Systems Analysis

Identifiers—*India

Problems facing higher education in India are examined in terms of systems analysis, structural changes, input-output ratios, and critical perspectives of the system itself. Part I (Introduction and Present Position) provides an introduction to the problems, information on the education commission, and planning in education. Part II (Higher Education and Systems) examines the economics of education, systems analysis, and structural changes and articulation. Part III (Structural Changes and Reorganization) discusses: structural changes and reorganization; the need for community/junior colleges in India; the open university; central responsibility; and the coordination of higher education in a federal system. Several suggestions are offered such as: (1) the need for clear definition of goals and purposes; (2) emphasis on the preservation of inherent quality and diversity; (3) spread of community/junior colleges across the nation; (4) the

establishment of open universities; (5) advancement of social justice; (6) that associate in arts degrees be made generally available after the two years of post-10-year school education, to be followed by two- or three-year-degree courses in different faculties (a mix of the U.S.S.R. and U.S. systems); and (7) that all postsecondary education be properly coordinated and systematized. A listing of the universities in India are appended, and a bibliography and index are provided. (LC)

ED 200 146 HE 013 631
Natarajan, V.

Monograph on Grading for Universities.

Association of Indian Universities, New Delhi (India).

Pub Date—77

Note—69p.

Available from—Association of Indian Universities, Rouse Avenue, New Delhi, India.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, *College Students, Grades (Scholastic), *Grading, Higher Education, Norms, Scaling, *Scoring, *Student Evaluation

Identifiers—*India

A comparison of the relative efficiency of grading systems can be based on three criteria: accuracy, familiarity, and simplicity. It is suggested that a letter grade system should replace the numerical system in India. In terms of the "accuracy" criteria, the numerical marking system provides a very inaccurate measurement of academic achievement, given that the standards of examiners differ widely and that scales across subjects also differ. The numerical system is more familiar to Indian educators and students, but is misleading, implying a precision seldom attainable. The real meaning of one student's mark is only relative to other student's marks. The misconception about numerical marking offsets the advantage of familiarity in favor of grades; the marking system is too simple, at the expense of other standards of scalability, reliability, etc. To address the question of how to award, interpret, and add grades, a standard scale needs to be adopted across subjects. The examiner would decide the relative merits of a student's performance, and the university would assign grades. Grades can be assigned by converting marks into grades or on an absolute standard. Other objections to both systems are raised. Several appendices are attached concerning grading scales. (PJM)

ED 200 147 HE 013 633
Natarajan, V.

Monograph on Semester System for Universities.

Association of Indian Universities, New Delhi (India).

Pub Date—79

Note—345p.

Available from—Association of Indian Universities, Rouse Avenue, New Delhi, India.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Planning, Course Descriptions, Higher Education, *School Organization, *Semester System, *Teacher Participation, Teacher Response

Identifiers—*India

The "semester system" in Indian universities was examined in terms of why the system traditionally has not been working and what recommendations could be made to improve it. Part of the ineffectiveness was due to the fact that the design was "ad hoc" and arbitrary, hurriedly imposed upon inadequately prepared or informed teachers, students, and administrators. A new design was drawn up through the use of questionnaires distributed to teachers from various universities in different disciplines, and teacher recommendations were used to plan a revised semester system. It was assumed that if teachers felt they had a part in the design, they would be more likely to implement it, since semester system design has an effect on the syllabus, teaching, learning, and evaluation. Suggestions are given for implementation and evaluation procedures, and the possible alternatives. (PJM)

ED 200 148 HE 013 634
University Finance: A Statistical Profile.

Association of Indian Universities, New Delhi (India).

Pub Date—78

Note—210p.

Available from—Association of Indian Universities, Rouse Avenue, New Delhi, India.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Finance, Endowment Funds, *Expenditure Per Student, Fiscal Capacity, Foreign Countries, Grants, *Income, *Operating Expenses, *Postsecondary Education

Identifiers—*India

Data are presented on various sources of income and items of expenditure for 64 Indian universities for the financial year 1974-1975. The percentages and per student figures are also tabulated. An aggregation of these data by states and for the whole country is given; separate tables are also presented for general and professional institutions, universities, and aggregates for all types of universities. Besides providing the financial status of individual universities, this compilation of data allows a comparison among types of universities for all of India and for various states. Collected from the records of the University Grants Commission of India, the data indicate patterns of income and expenses, as well as surpluses and deficits. (PJM)

ED 200 149 HE 013 635
Olson, Walter

Welcome to Federal U. Campus No. 1037: Regulation and Academic Freedom.

House Republican Research Committee, Washington, D.C.

Pub Date—22 Jul 80

Note—11p.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, *Academic Freedom, Admission Criteria, College Admission, College Faculty, *Compliance (Legal), Federal Legislation, *Federal Regulation, *Government School Relationship, *Higher Education, *Institutional Autonomy, Medical Research, Salary Wage Differentials, Social Science Research, Teacher Qualifications, Teacher Selection

Identifiers—*Title IX Education Amendments 1972

Perspectives on federal regulation and academic freedom at U.S. colleges and universities are considered. It is claimed that under Title IX of the Higher Education Amendments of 1972, universities have by and large forfeited their right to decide for themselves who shall be admitted to the student body. The federal government has essentially acquired across-the-board power to decide which admissions criteria are appropriate, since it has declared any admissions policy discriminatory if it has a differential effect among groups. It is proposed that regulation of faculty hiring is even more intrusive than regulation of admissions, since many institutions are under specific orders to fill a stated number of openings with protected groups, and some are required to provide a written report on the qualifications, race, and sex of applicants and to state why they were not hired. Another issue is compliance with the Equal Pay Act in faculty hiring. The Department of Labor has failed to issue a definitive policy establishing criteria to be used in "equating" faculty in various disciplines. Federal intervention in classroom content is illustrated by federal proceedings against the North Carolina state system of higher education, whereby the government is demanding the right to approve the academic structure of each state college in order to ensure that they are "equal," and thus that one institution is no more attractive than another to potential applicants. Regulations pertaining to medical and social science research conducted at colleges and universities also threaten academic freedom. Regulations pertain to interviewing, observing, or gathering data and to the time faculty members spend on research and other professional activities. Another issue of concern is federal intervention in the area of contested dismissal of students. A few actions that might be taken to counteract these trends, including curbing the authority of Institutional Review Boards, are noted. A bibliography is appended. (SW)

ED 200 150 HE 013 636
Semb, George

Effects of Deadlines on Proctors in a Personalized Psychology Course.

Pub Date—80

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Educational Research, Faculty Workload, *Grading, Higher Education, *Pacing, *Proctoring, Scheduling, Scoring, *Stress Variables, *Teaching Load, Time Factors (Learning)

No-deadline sections of a personalized child development course and sections that had deadlines were compared in regard to proctor workload, proctor grading accuracy, and pressure on proctors. A total of 167 students in four sections of the course, and five proctors and one instructor per section, participated in the study. Students in the no-deadline condition had only to attempt the first unit quiz by the end of the second week of the semester and complete the course by the end of the semester. Students in the deadline condition had to meet five instructor-set deadlines that evenly distributed course work throughout the semester. Results indicated that proctor workload was greater towards the end of the semester in the no-deadline condition, that the rate at which no-deadline students completed course tasks accelerated during the last five class days, and that there were more grading errors in the no-deadline condition as the end of the semester approached. Proctors perceived more pressure on both themselves and their students at the end of the semester in the no-deadline condition. The use of deadlines is discussed as a way to distribute proctor workload across the term and to alleviate end-of-term pressure. A bibliography is appended. (Author/SW)

ED 200 151 HE 013 637
Bowers, John Z., Ed. Purcell, Elizabeth F., Ed.

The Current Status and Future of Academic Obstetrics.

Josiah Macy, Jr. Foundation, New York, N.Y.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—ISBN-0-914362-31-3

Pub Date—80

Note—192p.; Report of a conference supported jointly by the National Institute of Child Health and Human Development and the Macy Foundation (Williamsburg, VA, June 24-26, 1979). Available from—Independent Publishers Group, 14 Vandeventer Avenue, Port Washington, NY 11050.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Biology, Family Practice (Medicine), *Gynecology, Higher Education, *Medical Education, Medical School Faculty, Medical Schools, Medicine, *Obstetrics, *Pediatrics, Perinatal Influences, Teaching Hospitals, Trend Analysis

The state of research in academic obstetrics and its relationship to research in other academic disciplines was addressed in a 1979 conference. Participants included representatives of academic obstetrics, academic pediatrics, and public health. After an introductory discussion by Howard C. Taylor, Jr. on changes in obstetrics in the last 25 years, the 16 conference papers are presented in the following sections: (1) "Departments of Obstetrics," as viewed by a non-expert and by a pediatrician; (2) "Support of Academic Obstetrics," coming from both the public and the private sector; (3) "Education in Academic Obstetrics," which included discussions on a school of family and community medicine and on the value of "a major clinical service" in the academic field; (4) "Current Residency Requirements" at the American College of Obstetricians and Gynecologists; and (5) "The Impact of Reproductive Biology on Academic Obstetrics," as viewed by an endocrinologist and an obstetrician-biochemist. Included in this section are discussions of the impact of perinatology on academic obstetrics, the relationship of departments of obstetrics to other medical school administrative units, and the relationship of obstetrics and pediatrics in a changing world. Finally, the needs of academic obstetrics are assessed along with suggestions on how to meet them. (PJM)

ED 200 152

HE 013 638

Rothman, A. I., Ed.
Curriculum in Higher Education.
 Council of Ontario Universities, Toronto. Office of Teaching and Learning.
 Pub Date—Feb 81
 Note—8p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.

Journal Cit—University Education News: v1 n3 Feb 1981

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education. *Accounting. Bachelors Degrees. Business Education. *College Curriculum. *Core Curriculum. Course Descriptions. *Curriculum Development. Educational Objectives. *Educational Philosophy. Foreign Countries. Higher Education. Intellectual Development. *Liberal Arts. Majors (Students). Models. Program Descriptions. Student Development. Undergraduate Study

Identifiers—*Concordia University PQ

Four articles on higher education curriculum are presented. In "The Articulate Curriculum" an approach to curriculum description is presented that is designed to have minimal ambiguity concerning the intention, content, and processes of the curriculum and that will lead to questioning several discrete factors in the curriculum planning process. It is suggested that curriculum planning requires consistencies in structure and logic provided in specific curriculum models and learning theories. Useful planning models include the means-end model, process models, and student-centered and teacher-centered models. In "Liberal Education: The Case for Core," by Irene J. Matthews, the central features of several attempts at liberal reform in higher education are considered, and the need for core requirements are suggested. In "Educational Philosophy and Curriculum Orientations in Higher Education," by Claudia Harvey and Ria Rovers, curriculum orientations that derive from more general philosophies or world views are described as follows: the self-actualizing curriculum, the behaviorist curriculum, information processing or academic rationalism curriculum, and social reconstructionist curriculum. Implications for decision-making about curriculum planning and educational activity are addressed. In "Bachelor of Commerce, Major in Accountancy: Is It an Education?" by Maurice Gold, the undergraduate bachelor of commerce program at Concordia University in Montreal is described. The program involves 90 credits, a 51-credit core requirement plus the 30-credits in accountancy courses and 9 credits of electives. (SW)

ED 200 153

HE 013 639

Morrell, L. R.
Financial Energy Conservation Projects at Independent Colleges and Universities.
 National Association of Coll. and Univ. Business Officers, Washington, D.C.
 Pub Date—Mar 81
 Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036.

Journal Cit—Business Officer: v14 n9 Mar 1981

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Building Operation. Climate Control. College Buildings. *College Planning. *Cost Effectiveness. Decision Making. *Energy Conservation. Facility Improvement. Facility Planning. Financial Support. *Fuel Consumption. Higher Education. *Investment. *Private Colleges

Factors affecting financial decisions for energy conservation projects at independent colleges and universities and methods that may be used when making a financial investment decision are examined, along with sources of funding for the projects. Projects that result in the conservation of energy resources might, in a time of extreme shortages, enable an institution to keep operating. Another factor in considering implementation of energy conservation projects concerns the recognition that there is a limited supply of resources, and investments that promote the most efficient use of those resources result in their retention. Two methods may be used when making a financial investment decision:

constant dollar pricing or anticipated pricing. An illustration of an investment proposal is presented that shows the many variables that influence the cost of investment in energy-saving programs. The ideal situation for encouraging investment is a rising fuel price and a decreasing rate of return (interest). The investment decision becomes more complex when competing alternatives exist. Different energy-saving possibilities provide varying fuel savings, requiring larger or smaller investment amounts. Varying degrees of flexibility are associated with different projects. Once computations have been made to determine the feasibility of various alternatives, sources of funding, internal or external, must be found. Internally, savings resulting from energy conservation programs may be channeled back into new items of equipment or energy-saving systems. A bank loan, federal programs, and fund-raising are other alternatives. (SW)

ED 200 154

HE 013 645

Pepin, Andrew J. Wells, Agnes Q.
Earned Degrees Conferred 1977-78.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-80-346

Pub Date—May 80

Note—54p. Not available in paper copy due to small print.

Available from—National Center for Education Statistics, 400 Maryland Avenue, SW, Washington, DC 20202.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bachelors Degrees. *College Graduates. Comparative Analysis. Degrees (Academic). *Doctoral Degrees. Females. *Higher Education. Majors (Students). Males. *Masters Degrees. National Surveys. Private Colleges. State Colleges. Trend Analysis

Data on earned degrees conferred in the United States from July 1977 through June 1978 are presented, based on results of the Higher Education General Information Survey (HEGIS) entitled "Degrees and Other Formal Awards Conferred." Data on baccalaureate and higher degrees are presented in summary and detailed tables, which show the numbers of degrees granted by level of degree, institutional control and level, sex of recipient, state, and discipline division and specialty. Among the findings are the following: the total number of bachelor's, first-professional, master's, and doctor's degrees conferred by institutions of higher education in 1977-78 showed a decrease over the previous year's total by 2,356; the effect of a decrease in men was largely balanced by an increase in women receiving degrees; the largest increase in the number of degrees awarded to women since 1973-74 occurred for the first-professional degrees, but women were still only approaching parity with men at the bachelor's and master's levels; the percent of degrees conferred by publicly controlled institutions decreased slightly for two degree levels; business and management, education, and the social sciences were the disciplines with the largest number of bachelor's degrees; education, business and management, and public affairs and services were the disciplines with the largest number of master's degrees; and education, social sciences, and biological sciences were the disciplines with the largest number of doctoral degrees. Additionally, degree trends from 1968 through 1978 are analyzed. A sample survey form is appended. (SW)

ED 200 155

HE 013 646

Stilwell, William E. And Others

Barriers in Higher Education for Persons with Handicaps: A Continued Challenge.

Pub Date—[81]

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled). Access to Education. Ancillary School Services. College Admission. *College Students. *Disabilities. Educational Counseling. *Educational Facilities Improvement. Health Facilities. Hearing Impairments. Higher Education. Orientation. Parking Facilities. *Physical Disabilities. Private Colleges. School Surveys. Special Health Problems. State Colleges. State Surveys. Student Needs. Two Year Colleges. *Visual Impairments

Identifiers—*Kentucky

The degree to which Kentucky's public and private

colleges and junior colleges are meeting the needs of persons with handicaps was evaluated. A 23-item questionnaire was sent to the state's 57 higher education institutions, and 45 responded. The findings are discussed in relation to admission and orientation procedures; social barriers; and architectural barriers for students in wheelchairs, students with visual handicaps, students with auditory handicaps, and students with systemic-neurological handicaps. Among the findings are the following: 86.7 percent of the schools admit all applicants regardless of their disability; about half have no written policy concerning students with handicaps, and the majority of schools use flexible admission policies; most of the schools have various types of human service programs for students with handicaps, including specially designated counselors and special facilities or activities; only 11 schools have no special arrangements for students with handicaps; there are numerous architectural barriers for students in wheelchairs; 75.6 percent have designated parking for the handicapped, and 16 schools have ramps to all buildings; 60 percent have viable volunteer services to support the visually impaired; and lecture halls typically have no microphones or regular loudspeaker system. Changes from an earlier assessment in 1973 (an eight-year period) are noted, along with a number of areas for which immediate, low-cost changes and long-range, more expensive changes can be made. Among these recommendations are to employ persons with handicaps to help increase awareness among the university community and support an active human services program. (SW)

ED 200 156

HE 013 647

Bowen, Frank N. Glenn, Lyman A.

Quality and Accountability: An Evaluation of Statewide Program Review Procedures.

Spons Agency—California State Postsecondary Education Commission, Sacramento.

Pub Date—Apr 81

Note—133p.

Available from—California Postsecondary Education Commission, 1020 12th St., Sacramento, CA 95814.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Accountability. *College Planning. *Educational Quality. *Higher Education. *Program Evaluation. Program Validation. State Government. *Statewide Planning

Identifiers—*California

A six-month study and evaluation of statewide California program review procedures focused on four major questions: (1) What is statewide program review? (2) To whom is it important? (3) How does it operate in California? and (4) How can it be made more responsive to questions of quality and accountability? Four state administrative offices were studied, including the California Postsecondary Education Commission, the California Community Colleges, the California State University and Colleges, and the University of California. The resulting report contains three parts. Part I defines program review in the context of its critical relationships to academic planning, examines current literature and the experience in other states, notes changing social conditions, and describes the governing and coordinating mechanisms in California. The subordination of program review to budgeting and planning is noted. In Part II, nine recommendations are given for strengthening state and segmental planning, simplifying the review of new programs, and increasing accountability for educational objectives. They include: strengthening state and segmental planning in its relation to review of new existing programs; simplifying new program review procedures to emphasize statewide concerns; and increasing accountability for educational objectives. In Part III, interaction among the recommendations is emphasized, along with their dependence on institutional program planning and program review. (Author/PJM)

ED 200 157

HE 013 648

Compensation in Illinois Institutions of Higher Education. Summary of Findings.

Illinois State Board of Higher Education. Springfield.

Pub Date—Nov 80

Note—267p. Not available in paper copy due to marginal legibility of tables.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrators. *College Faculty. Community Colleges. Comparative Analysis. *Compensation (Remuneration). Higher Education. *Inflation (Economics). Private Colleges. *Salaries. State Colleges. Statistical Studies

Identifiers—*Illinois

An analysis was done of compensation and salary data for faculty in Illinois public universities, public community colleges, and nonpublic universities. Administrative salaries in public universities were also surveyed. Academic staff compensation was considered from two perspectives. First, the rate of increase in salaries over time was compared to the rate of inflation to determine whether the purchasing power of salaries of academic staff had remained constant, decreased, or increased. Relevant to this issue is the question of how public employees compare with other professional employees in their ability to keep pace with inflation. The second perspective examines compensation of Illinois academic staff in comparison to that of faculty of similar institutions in other states. Major questions here include (1) whether compensation in Illinois is competitive with compensation in similar institutions in other states, and (2) whether compensation in Illinois institutions has gained or lost ground over time when compared to compensation elsewhere. Findings indicate, among others: (1) the academic profession has experienced substantial loss of purchasing power across the nation, and (2) over the past 10 years, public and nonpublic university compensation has deteriorated in comparison to that in other states, while community college compensation is above the average. Statistical tables are appended. (Author/PJM)

ED 200 158

HE 013 649

Jackley, Janet P. Henderson, Cathy

Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs.

American Council on Education, Washington, D.C. Pub Date—Dec 80

Note—7p. Two policy briefs on retention, one on selected case studies (dated December 1980), the second on tactics for the eighties (dated December 1979).

Available from—American Council on Education, One Dupont Circle, N.W., Washington, DC 20036.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence. Case Studies. College Attendance. *College Freshmen. College Graduates. College Students. Declining Enrollment. *Dropout Prevention. Dropouts. Educational Counseling. Higher Education. Institutional Research. Potential Dropouts. *School Holding Power. School Orientation. *Student Attrition. *Student College Relationship. Student Needs. Student Recruitment. Transfer Students

The need to examine college student attrition as an approach to the expected demographic decline in the 1980s, and case studies that demonstrate retention improvement and successful techniques are considered. Information is presented on the progress of typical freshmen (graduates, transfers, and dropouts) and patterns of interrupting studies. Institutional responses to attrition include counseling programs, improvement of academic advising, special orientation activities, and exit interviews. It is suggested that although tracking the progress of students from entry to degree completion is still applicable to many students, many students are interrupting their studies or combining them with employment or leisure pursuits. Institutional studies of retention rates can serve as important tools in developing an enrollment strategy. Successful retention tactics include the following: thoughtful initial placements of freshmen roommates through the use of student preference questionnaires and leniency in permitting roommate changes; a program to encourage students who are considering leaving temporarily to develop a structured leave of absence, combining their immediate goal with possibly receiving academic credit for an independent off-campus project; early involvement in campus activities during the freshman year; cooperative education programs; easy access to and clear descriptions of sources of financial aid; honors classes for the top 10 percent of the freshman class; analysis of attrition rates by departmental level; and marketing tactics. Case studies of retention studies are de-

scribed, and resource persons are listed. (SW)

ED 200 159

HE 013 650

Faculty Workshop on Clinical Instruction for Podiatric Medical Education. Final Report and Proceedings (June 30, 1979).

American Association of Colleges of Podiatric Medicine, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.

Report No.—HRP-0902787

Pub Date—Jun 79

Contract—HRA-232-78-0148

Note—287p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Clinical Experience. Competency Based Education. *Curriculum Development. Curriculum Evaluation. Faculty Development. Higher Education. Interpersonal Competence. Medical Education. *Medical School Faculty. Medical Schools. *Podiatry. Student Evaluation. Teacher Evaluation. Teacher Workshops. Teaching Hospitals

Identifiers—Clinical Teaching (Health Professions)

A faculty workshop is reported that assessed in great detail the present state of podiatric medicine, its educational system, and its role in health care. Alternative methods to plan, implement, and evaluate changes in the clinical curriculum were explored carefully. Four major questions were considered: (1) What is the profession of podiatric medicine? (2) What does society demand and need from the profession? (3) Toward what goals should podiatric medicine strive? and (4) How can podiatric medicine meet society's and its own expectations? Recommendations set forth the need to identify rather precisely the role of the profession in order to develop an appropriate clinical curriculum. Recognition was given to the importance of including in any curriculum adequate attention to methods that may be used to assess the clinical competence of graduates of the colleges of podiatric medicine. The proceedings of the workshop and an evaluation of the faculty workshop by the participants are given. Included in this report are 15 papers that were formally presented at the workshop on such topics as the evolving health care system, clinical curriculum, primary care, competency based education, and teaching problem-solving. (Author/PJM)

ED 200 160

HE 013 651

A Future of Lost Opportunities? Brief to the Ontario Council on University Affairs.

Council of Ontario Universities, Toronto. Committee on Operating Grants.

Report No.—ISBN-0-88799-134-3

Pub Date—Mar 81

Note—81p. Statistical tables may not reproduce well.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis. *Educational Finance. Enrollment Trends. Federal Aid. Financial Policy. *Financial Support. *Foreign Countries. *Government School Relationship. *Higher Education. Inflation (Economics). Position Papers. Teacher Salaries

Identifiers—Canada. *Ontario

A 1981 brief of the Council of Ontario Universities (COU) on operating support to the Ontario Council on University Affairs (OCUA) is presented. Background information on funding includes the following: the basis for analysis, a comparison of the COU request and OCUA 80-II, the government's provision for 1981-82, interprovincial comparisons, and intraprovincial comparisons. System requirements for 1982-83 are outlined with consideration to the following: the impact of inflation on salaries, employee benefits, and nonsalary expenditures; projecting the cost of career progress and the provision for equipment replacement; the efficiency factor; provision for enrollment variations for 1980-81; a stabilization factor; and minimum financial requirements for 1982-83. The financial context of university underfunding is considered in relation to the Ontario Government fiscal policy, federal-provincial financing, and long-term prospects. It is suggested that taken together three indicators, operating grants per student, per capita, and per \$1,000 of personal income, provide a bleak picture of the province's commitment to higher education. The Ontario Government spends less on its univer-

sities, per student, than virtually every other province. It is claimed that the Ontario Government's denial of adequate funds cannot be justified on the grounds of ability to pay. It is concluded that university development can have direct bearing on societal economic problems, but more importantly, no goals can be achieved unless the ability of the university community to pursue its larger goals is fundamentally secure. (SW)

ED 200 161

HE 013 652

Gross, Raymond C.

A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee.

Pub Date—30 Sep 80

Note—59p. Ed.D. Practicum. Nova University.

Appendix A. "Essentials of an Accredited Educational Program for the Respiratory Therapist," has been removed by ERIC for copyright reasons.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accreditation (Institutions). Administrative Organization. *Advisory Committees. *Allied Health Occupations Education. Educational Planning. *Guidelines. Higher Education. *Organizational Objectives. Program Guides

Identifiers—*Hahnemann School of Respiratory Therapy PA. *Respiratory Therapy

A practicum was conducted to develop a guide for establishing a respiratory therapy program advisory committee for the Hahnemann School of Respiratory Therapy. A need existed to appoint such a group in order to satisfy accreditation agency requirements to maintain status as an approved program. Background information on the respiratory therapy program is presented. A literature review demonstrated that while advisory groups are relatively new to allied health, they have been an integral part of vocational education for more than 60 years. The literature review and sample documents and guidelines became a basis for developing a set of documents and a plan of action that have been presented to the faculty for implementation. The review of documents from other allied health programs demonstrated that the organizational design, function, and composition of such committees were variable. A key point that was discussed in several of the reviewed works was that the effectiveness of the advisory committee depended upon proper guidance from the program. Since the group will be of maximum benefit to the program if it does not act simply as a rubber stamp for the program, faculty members are not eligible for membership. Statements, which are appended, pertain to the charges and limitations of the committee, its organizational design, and procedures for initial and on-going development. Additionally, the following materials are appended: a proposed agenda for the committee's first and second meetings, a proposal for the annual program of work for the committee, an evaluation plan and evaluation form, a list of requirements for accreditation, and a bibliography. (SW)

ED 200 162

HE 013 653

Gross, Raymond C.

The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance.

Hahnemann Medical Coll. and Hospital, Philadelphia, Pa.

Pub Date—30 Jun 80

Note—94p. Ed.D. Practicum. Nova University.

For related document, see HE 013 652. Not available in paper copy due to marginal legibility of original.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator. Responsibility. *College Administration. College Planning. *Governance. *Guidelines. Higher Education. *Medical Schools. Methods. Program Guides

A study undertaken to develop a framework or format for a policy and procedures manual at the Hahnemann Medical College of Allied Health Professions is reported. Included in this study were plans for the initial implementation, modification, and revision of the manual. The study was prompted by the observation that administrators had no ready reference to guide them in routine and non-routine

operations and decision-making activities. Data-gathering involved the collection of models of procedure manuals from other institutions of higher education, from medical schools, and traditional institutions. Personal interviews with college officials were also conducted. From these data, the study committee drafted a plan for the development of the college's own procedures manual. The plan consists of a suggested outline for the manual. The proposed manual consists of six major sections: (1) a general section on the history, philosophy, and administrative procedures of the university; (2) programs of study; (3) student life; (4) faculty and personnel; (5) resources; and (6) research, evaluation, and planning. The study group recommended the adoption of the manual and its circulation to the Medical School and Graduate School administrators. A copy of the proposed manual is appended. (PJM/Author)

ED 200 163 HE 013 654

Barger, Robert N.

A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education.

Pub Date—16 Apr 81

Note—17p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 16, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, Comparative Analysis, Compliance (Legal), Educational Opportunities, *Equal Education, *Equal Opportunities (Jobs), Ethics, Federal Regulation, Higher Education, *Legal Responsibility, *Moral Issues, Postsecondary Education, *Program Effectiveness, Public Policy

Motivational bases for affirmative action programs, particularly as these programs pertain to postsecondary education, are considered. "Motivational bases" refers to the basic incentives that are invoked in order to gain public support for affirmative action programs. Three types of motivational bases are addressed: those associated with reasons of morality, those associated with legality, and those associated with utility. The effectiveness of these motivational bases in generating popular support and the accomplishment of its ultimate goal of equal educational and employment opportunity is criticized. Background information on affirmative action is also reviewed. There are essentially four ethical principles that may be used to determine the morality of affirmative action: the principle of simple justice, the principle of compensatory justice, the principle of distributive justice, and the principle of formal equality. A chief merit of legality as a motivational basis for affirmative action is that it emphasizes that affirmative action is the official policy of the nation (or state, or city). It also lays stress on the power of federal (or state, or local) enforcement behind this policy. Utility focuses on the effectiveness of a program or policy as a means to an end, rather than on the intrinsic qualities of the program or policy itself. Advantages and disadvantages of the three approaches are analyzed, and it is argued that the utility perspective appears to have fewer disabilities and more strengths than the other two. (SW)

ED 200 164 HE 013 655

Bloomfield, Stefan D.

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—[80]

Note—56p. For related documents, see HE 013 538-539 and HE 013 656. All four documents available as a set only from OECD. Individual reports available from EDRS in microfiche only. Available from—IMHE Programme, OECD/CERI, 2, rue Andre Pascal, 75775 Paris CEDEX 16, France (\$30.00 complete set of 4).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, *Administrative Organization, *Administrative Policy, *College Administration, College Environment, Comparative Analysis, *Comparative Education, Compliance (Legal), Economic Factors, Educational Demand, Faculty College Relationship, Foreign Countries, *Higher Education, Institutional Autonomy, Legal Responsibility, Productivity, *School Organi-

zation, School Size, State Colleges, Student Needs

Identifiers—Canada, *Europe, *North America, United States

In conjunction with a survey of trends in university management in Europe, a North American comparison was undertaken. The national context for higher education in North America and the structural elements characteristic of its colleges and universities are considered, with emphasis directed to the elements of institutional structure that provide the sharpest contrast with the European experience. Several specific aspects of administrative structure and management practices of North American colleges and universities are analyzed, again with a focus on comparisons between North American and European institutions. Ten key issues are addressed: the impacts on management of changing demands for education based on student demographic variations and corresponding student needs; new legal requirements and restrictions; public accountability; institutional autonomy; the size of individual institutions and the number of institutions within a country; economic uncertainty; the increasing complexity of managing higher education institutions; the lack of internal cohesion in the sense of an academic community; management employee relations; and productivity. A typical organizational chart for a single-campus college or university in the United States or Canada is presented that includes the following elements: the governing board, the president and executive staff, the academic staff, state systems of higher education, unions, and students. The typical organization of a state university system is also examined. (SW)

ED 200 165 HE 013 656

Jadot, Jean

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date—80

Note—67p. For related documents, see HE 013 538-539 and HE 013 655. All four documents available as a set only from OECD. Individual reports available from EDRS in microfiche only. Available from—IMHE Programme, OECD/CERI, 2, rue Andre Pascal, 75775 Paris CEDEX 16, France (\$30.00 complete set of 4).

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrative Change, *Administrative Organization, Administrator Attitudes, Administrator Evaluation, Administrator Responsibility, *College Administration, *Comparative Education, *Foreign Countries, Futures (of Society), Governance, Higher Education, *Institutional Characteristics, Organizational Development

Identifiers—*Europe (West)

A survey, undertaken to study the present status and likely future trends of university management in Europe, grew out of past research that showed such management was in need of change. Four objectives were identified: (1) to study recent developments in European university management; (2) to compare these developments with North American experiences; (3) to provide a basis for discussion and further national or international studies; and (4) to assist the Institutional Management in Higher Education Program in drawing up a plan of action for the future. The survey was implemented through a collection of statistical data and personal opinions on university management and an assessment of that data. The report was divided into five sections—one section for each of three areas of Europe studied, one on North America, and one more general section. A total of 52 institutions were visited. The information gathered for each institution included basic facts on the institution, the organizational system, the decision-making system, the administrative system, opinions and recent improvements in management development. Descriptive data are contained in detailed comparative tables in each area studied, and the opinions are classified by topic. This general report attempts to define the main thrust of these comments and give them a logical pattern. (Author/PJM)

ED 200 166

Draves, Bill

The Free University: A Model for Lifelong Learning.

Report No.—ISBN-0-695-81443-5

Pub Date—80

Note—321p.

Available from—Association Press, Follett Publishing Company, Chicago, IL (\$12.95).

Pub Type—Books (010) — Reports - General (140) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Educational History, *Experimental Colleges, *Experimental Curriculum, *Free Schools, Learning Experience, *Lifelong Learning, Long Range Planning, *Nontraditional Education, Open Universities, Postsecondary Education, School Community Relationship, Teaching Experience

Identifiers—Baltimore Free University MD, Clay County Education Program KS, Denver Free University CO

The history and philosophy of the free university, defined as an organization that offers noncredit classes to the general public in which "anyone can teach and anyone can learn," is explored. Offered is practical advice for starting a free university center or exchange and ensuring its success. Three contemporary versions of free universities are described in detail: The Denver Free University, representative of a large and independent agency; The Baltimore Free University, representative of one affiliated with a university (Johns Hopkins); and the Clay County Education Program in Clay Center, Kansas, representative of the small-town and rural model. Part I (Where We Are) discusses the present state of the free university with focus on attendees, faculty, costs, and course offerings. Part II (Where We've Been) explores the history of the free university with its beginnings in Berkeley in the 1960s, its progress in the 1970s, and the free university in the rural setting. Part III (How We Do It) gives advice on how to start a free university, keys to success, course management, and learning and teaching. Part IV (Where We're Headed) focuses on reaching new populations, new settings, lifelong learning, the future of the free university, and education for the community. It is concluded that there is a market for the free university in the future but emphasis must be put on: establishing more free universities in large metropolitan areas such as Chicago, New York, and Los Angeles; reaching out to the older adult; controlling the staff turnover problem; and establishing learning networks for comprehensive and complete treatment of a topic. Provided are notes on each chapter, resources for further investigation, an appendix with a national directory of free universities and learning networks, and an index. (Author/LC)

ED 200 167 HE 013 659

Hettich, Paul

A Survey of the Similarities and Differences Between Continuing Education and Younger Students.

Barat Coll., Lake Forest, Ill.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date—Dec 74

Note—246p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Students, *Age Differences, Age Groups, *College Students, Comparative Analysis, *Continuing Education, Higher Education, Institutional Research, Occupational Aspiration, Single Sex Colleges, *Student Attitudes, Student Behavior, *Student Characteristics, *Student College Relationship, Study Habits, Womens Education

Identifiers—*Barat College IL

The opinions, attitudes, characteristics, and behaviors of continuing education and traditional younger students at Barat College were compared, as part of an evaluation phase project of the Fund for Postsecondary Education. Approximately 20 percent (125 students) of Barat students enrolled during the 1973-74 school year were administered two questionnaires, the standardized College Student Questionnaire (CSQ), Part II, and an in-house institutional activities questionnaire. The CSQ showed that both groups shared similar attitudes toward the appreciation of culture, study habits, satisfaction with faculty, and satisfaction with administration. The in-house questionnaire also showed that con-

tinuing education and younger students have similar career plans, distribute their time for most activities similarly, and acknowledge the positive impact of courses, instructors, and students. It was found that continuing education and younger students, generally, differ on dimensions where differences could be expected to occur: age, independence, and specific goals. However, some of these dimensions may have combined to produce a major attitudinal discrepancy between some younger students who are apprehensive about the continuing program and the continuing education students and younger students who are not. Opinions about the future of Barat as a women's college and as a larger college did not markedly differ. Appended materials include summaries of tape-recorded conversations about continuing education, a conference report about continuing education students at Barat College, faculty comments, and other study reports. (SW)

ED 200 168 HE 013 660

McCarrey, Leon R. Prows, Richard S.
Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/Community Service Task Force...Master Plan for Lifelong Learning.

Utah State Board of Higher Education, Salt Lake City.

Pub Date—Mar 80

Note—60p.

Available from—Utah State Board of Regents, 807 East South, Salt Lake City, UT 84103.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Access to Education. *Continuing Education. Educational Supply. Higher Education. *Lifelong Learning. *Master Plans. Nontraditional Education. Program Development. *School Community Relationship. *Statewide Planning. Student Educational Objectives

Identifiers—Utah

The current state of the availability of continuing education and lifelong learning in Utah was studied. A task force had been assigned by the Utah State Board of Regents to study the issues and to make recommendations updating Utah's 1969 Master Plan for Higher Education. The task force believed that while availability of such learning had improved significantly since 1968, more emphasis should presently be placed on the educational outreach of Utah institutions if student and public needs are to be met in the future. The committee drew up 52 recommendations designed to achieve a variety of goals for lifelong learning and community service in Utah. Among these goals: (1) every person in the state who has the desire to pursue further education should be encouraged to do so regardless of experience or social status; (2) flexibility and diversity in policies and programming should be fostered to meet changing student and social needs; (3) use of the special resources and faculty competencies of Utah colleges and universities should be encouraged in the solution of community problems; and (4) the most effective use of available resources in Utah should be promoted from public and private sources to receive the greatest possible return on public investment in education. Information is included in the task force report on participation and options in lifelong learning, equality of access, finance, data collection and information sharing, collaboration and resource sharing, and program development and planning. (Author/PJM)

ED 200 169 HE 013 661

Hawley, John B. And Others

American Higher Education in 1975 and 1976: The Academy's Response to Continuing Kondratieff Recession as Reported in "The Times Higher Education Supplement" (London).

Pub Date—1 Dec 77

Note—100p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Business Cycles. College Administration. Content Analysis. Costs. *Economic Climate. Economic Factors. Educational Finance. Financial Problems. *Higher Education. *News-papers. *Political Attitudes. *Press Opinion. Retrenchment. Social Attitudes

Identifiers—London Times Higher Education Supplement. *United States

Articles on American higher education that appeared in 1975 and 1976 in "The Times Higher Education Supplement" (London) are analyzed in connection with two statements about American society and its economy. These statements are Joseph

A. Schumpeter's 1939 analysis of business cycles, and James B. Shuman's and Davis Rosenau's 1972 description of the public mood and attitudes that reflect the climate of the times during business cycles. It is suggested that the evidence, as reported in the articles, supports the Schumpeterian thesis that the recessionary phase of the business cycle is making itself felt in higher education, and that the academic system is struggling to innovate its way back to economic health. The articles also support the Shuman/Rosenau notion that the growing conservatism of the recessionary period is affecting higher education. These conclusions are based on analysis of the contents of each news story, each of which was sorted into the broad categories of economic responses to recession, advancing conservatism, and receding liberalism, and into subcategories. Among the economic responses of American colleges and universities are cutting costs, increasing income, protectionism, and entrepreneurial activity. Within these areas narrower topics are also analyzed. The findings are presented in both narrative and numerical formats. Additionally, headlines of the 690 stories that appeared in 1975-76 are appended under the broad and narrow topical areas. (SW)

ED 200 170 HE 013 662

Ramist, Leonard

College Student Attrition and Retention. College

Board Report No. 81-1.

College Entrance Examination Board, New York.

N.Y.

Report No.—ISBN-87447-139-7

Pub Date—81

Note—41p.

Available from—College Board Publication Orders,

Box 2815, Princeton, NJ 08541 (\$4.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Persistence. College Attendance. College Environment. College Programs. *College Students. Comparative Analysis. *Dropout Characteristics. Dropout Research. Educational Benefits. Higher Education. *School Holding Power. *Student Attrition. *Student College Relationship. Student Costs. Student Motivation. Student Needs. Two Year Colleges. Withdrawal (Education)

Identifiers—Stopouts

Research on college student attrition and retention is reviewed. Overall dropout rates and the reasons students give for dropping out are examined, and an attempt is made to assess the outcomes of going straight through college, as opposed to dropping out, temporarily leaving school, and not going to college at all. The demographic, academic, motivational, and personal characteristics of students who are likely to drop out are examined, along with the effect of the general college environmental factors on persistence. College programs designed to upgrade the level of educational service and encourage students to remain in college are described. The programs concern: pre-enrollment information, admissions, college costs and ways to meet them, orientation, faculty and student interaction, academic programs, counseling and advising, career development, campus activities, housing, the withdrawal procedure, two-year colleges, and administration of the retention program. Students' reasons for dropping out include academic matters, financial difficulties, motivational problems, personal considerations, dissatisfaction with college, military service, and full-time jobs. The evidence indicates that college does make a difference in improvement in self-image, social maturity, interests, competence, and employment. A chart indicates what the last 50 years of retention research have shown about the types of students who are more likely to persist and the types who are less likely to persist. An extensive bibliography is included. (SW)

ED 200 171 HE 013 663

Bess, James L.

The Social Psychology of Commitment to College Teaching.

Pub Date—[79]

Note—71p. Parts of a paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, March 1979).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Affective Behavior. Behavior Modification. Behavior Theories. *College Faculty. Feedback. Higher Education. *Job Satisfaction. Need Gratification. Personality Theories. Productivity. Professional Recognition. Psychological Characteristics. Psychological Needs. Self Actualization. Student Teacher Relationship. Teacher Behavior. Teacher Evaluation. *Teacher Morale. *Teacher Motivation. *Teaching (Occupation). *Work Life Expectancy

The social science literature, particularly in psychology, that may relate to faculty satisfaction, motivation, and commitment to teaching is reviewed. The question of satisfaction from work and its relation to motivation, a topic of controversy in the field (Greene, 1972) is examined, and the concept of motivation is briefly described from four perspectives: need/drive theory, expectancy theory, behaviorist theory, and flow theory. The important connections between these four perspectives and the concepts of intrinsic and extrinsic motivation are addressed. The impact on the psychology of the motivation to teach and the relatively newer notions of Csikszentmihalyi (1975, 1978) are analyzed. It is suggested that faculty must be taught how to approach the latent satisfactions in the teaching profession, the noninstrumental activities that are nonetheless critical to the sense of work worth doing. New ways of conceiving of teaching and its satisfactions are introduced. The contexts for understanding these new modes come from the literature of psychology. An attempt is made to show the relationships among productivity, satisfaction, and feedback as well as the conditions that may bear on those variables. In institutionalizing a feedback system, not only must instructors receive more feedback to maximize their satisfactions and productivity, but students and faculty who provide the feedback must also have feedback of their own. If feedback is seen as valuable it will more likely continue and the communication process and channels will be institutionalized. (SW)

ED 200 172 HE 013 664

Wiener, Harvey. Ed. Maimon, Elaine. Ed.

Comprehensive Writing Programs.

Association of American Colleges, Washington.

D.C.

Spans Agency—American Oil Co., Chicago, Ill.

Pub Date—Apr 81

Note—17p.

Available from—Association of American Colleges,

1818 R Street, NW, Washington, DC 20009.

Journal Cit—Forum for Liberal Education: v3 n6

Apr 1981

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College English. College Freshmen.

College Students. Competency Based Education.

*Critical Thinking. Educational Objectives. *Eng-

lish Curriculum. Higher Education. Intellectual

Disciplines. Interdisciplinary Approach. *Liberal

Arts. Majors (Students). Program Descriptions.

Scholarship. Student Evaluation. Workshops.

*Writing (Composition). *Writing Instruction.

Writing Skills

Identifiers—Beaver College PA. Gonzaga University WA. Grinnell College IA. Michigan Technological University, Prewriting, Saint Edwards University TX. University of Maryland College Park. University of Michigan. Wheaton College MA. Yale University CT.

Descriptions of comprehensive writing programs

at nine colleges and universities and an essay on the

topic are presented. Comprehensive writing programs

transcend a single department or discipline and

are designed to enhance liberal learning. Such

programs not only teach students to write in the

appropriate modes of various disciplines, but also

teach students how scholars think and act in those

disciplines. In "Administering Comprehensive

Writing Programs Within Liberal Education," Harvey

Wiener describes the link between writing and

liberal learning. Wiener notes that writing is a way

to learn concepts within subject fields, a method of

analyzing these concepts, and a way to demonstrate

mastery of the concepts. The following programs

are covered: Yale University's Writing Program. St.

Edward's University's Writing in the Context of

Liberal Learning program. Grinnell College's Writing

Program. Beaver College's Writing Across the

Disciplines program. Michigan Technological University's

University-Wide Communications Skills

Program, Gonzaga University's Adjunct Writing Courses, the University of Michigan's The English Composition Board and the College Writing Requirement program, the University of Maryland's (College Park) Junior Composition Program, and Wheaton College's Program for Writing Competence. Some of the programs have instituted competence requirements at varying points in a student's schooling, while others have created or expanded writing emphases in courses across the curriculum. Many of the programs emphasize writing as a process involving planning, drafting, and revising. Additional college programs are briefly described. (SW)

ED 200 173 HE 013 665
Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jul 80

Note—116p.

Available from—California Postsecondary Education Commission, 1020 12th St., Sacramento, CA 95814.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Comparative Analysis, Cost Effectiveness, *Data Analysis, Educational Finance, Feasibility Studies, Government School Relationship, *Higher Education, *Instructional Student Costs, Management Information Systems, *Measurement Techniques, Program Budgeting, Public Education, Research Methodology, *State Colleges, State Standards, *Statewide Planning Identifiers—*California

A feasibility study conducted by the California Postsecondary Education Commission to evaluate alternative means of developing cost-of-instruction data is presented. Five areas of legislative interest in cost-of-instruction information are identified, and issues pertaining to the comparability of cost data and to the accuracy of the data in representing specific educational activities are examined. Results of surveys on other states are analyzed in terms of how the states develop cost-of-instruction data, and how costs are determined, aggregated, and used. The involvement of California's legislative and executive branches in cost-of-instruction studies since 1961 is reviewed, and the impact of program budgeting upon state support for public postsecondary education is considered. The concept of costing, the National Center for Management Systems (NCHEMS) costing system, and four specific cost-of-instruction methodologies are examined. The limitations and assumptions used in developing cost-of-instruction alternatives are described, along with six specific cost-of-instruction alternatives for California. The origin and characteristics of the California Fiscal Information System is examined, and comparisons are made between this program and other alternatives. Two alternatives that represent the optimal cost/benefit relationships, and an alternative that is costly but provides the best data quality and quantity are identified. Various supplementary materials, such as an overview of the NCHEMS classification structure, are appended. (SW)

ED 200 174 HE 013 666

Jones, Kelsey A.

The Baccalaureate Degree Program at INTER/MET.

Pub Date—Sep 75

Note—22p. Three articles on the INTER/MET baccalaureate degree program are combined in a single report.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bachelors Degrees, *Clergy, College Programs, *Degree Requirements, Educational Objectives, Field Experience Programs, Higher Education, Individualized Programs, *Intercollegiate Cooperation, Internship Programs, Program Descriptions, Religious Education, Student Experience, *Theological Education, Undergraduate Study

Identifiers—Howard University DC

The baccalaureate degree program at INTER/MET and cooperative arrangements are considered in three articles. In "The Baccalaureate Degree Program at INTER/MET: An Evaluation," the process by which nondegree candidates at INTER/MET achieve the bachelor's degree through utilization of the services of the University Without Walls Program at Howard University is considered. The ba-

chelor's degree is a necessary prerequisite for admission into candidacy for the master of divinity degree at INTER/MET, which began in 1969 as a response to the needs of congregations in the Washington, D.C., metropolitan area. The seven-year INTER/MET program employs the criterion-referenced approach, study at the University Without Walls Program or Federal City College, and a learning/contractual relationship with a congregation. In "The Baccalaureate Degree Program at INTER/MET (Utilization of Systemic Reinforcement in Higher Education)," the skills/qualities required of the prospective student for INTER/MET and the University Without Walls Program are identified, and the educational/professional growth opportunities that exist at Federal City College are noted. In "A Strategy Design for the Cooperative Baccalaureate Program at INTER/MET," the relationship among learner objectives, the instructional/curricular scheme, learner results, evaluation, and curricular/instructional decisions are conceptualized. In addition, INTER/MET bachelor's degree requirements are listed. (SW)

ED 200 175 HE 013 667

Laughlin, J. Stanley

Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.

Pub Date—Oct 79

Note—14p. Paper presented at the Annual Meeting of the Rocky Mountain Association for Institutional Research (1979).

Pub Type—Speeches/Meeting Papers (150) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Credits, College Faculty, *Departments, *Faculty Workload, *Full Time Equivalency, Full Time Faculty, Higher Education, Research, Statistical Analysis, *Student Teacher Ratio, *Teacher Responsibility

Identifiers—*Student Course Load, United States (Rocky Mountain States)

Based on a review of the literature on faculty workloads, a ratio of student credit hours per full-time equivalent faculty member is developed at the discipline level. This approach is recommended for use as a departmental loading, not for individual faculty member loading. The procedure involves developing a low point, an average point, and a high point for each ratio by discipline. The department would be expected to work within this interval, which allows the management to work out the ratio desired with departmental personnel, thereby conceptualizing differences due to such factors as the amount of research or other activities one is expected to perform. To illustrate the creation of a mean and interval, 1978 data from Rocky Mountain colleges and universities are used. A statistical table indicates a high, average, and low student credit hour per full-time faculty equivalent for various disciplines. The highs and lows were calculated by using one standard deviation above and below the mean. It is suggested that this information could provide administrators with a ratio and an interval estimate with which to study their own institutions. (SW)

ED 200 176 HE 013 668

Cooperman, Michael J. And Others

A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980.

Cresap, McCormick, and Paget, Inc., Washington, D.C.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRP-0902918

Pub Date—Nov 80

Contract—HRA-232-79-0077

Note—11p. For related document, see HE 013 669.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), Comparative Analysis, Cost Effectiveness, Economic Factors, Educational Finance, *Federal Aid, *Financial Support, *Fiscal Capacity, *Grants, Higher Education, *Income, *Medical Schools, Operating Expenses, Personnel Policy, Private Financial Support, Salaries, State Aid, Tuition

Identifiers—Creighton University NE, *Financial Distress Grants, Georgetown University DC, George Washington University DC, Meharry

Medical College TN, New York Medical College, Saint Louis University MO, Temple University PA, Tulane University LA, University of Nevada Reno

A study designed to identify and analyze the factors of success associated with eight medical school recipients of Financial Distress Grants from the Health Resources Administration is briefly summarized. "Factors of success" refers to actions proposed and taken by the medical schools as grant recipients, and the extent to which these actions were successful in contributing to the financial stability of the schools. Seven of the medical schools proposed a series of actions that would improve their fiscal posture, and one school received funds solely to implement actions that would allow it to maintain its accreditation. The grants helped the medical schools to fund their operating deficits during financially difficult periods, while undertaking a series of actions designed to improve their financial situations. The actions that were instituted most often by the eight schools were: increasing tuition, controlling salaries and positions, conducting internal cost studies, increasing practice plan income, obtaining or increasing state or state-like aid, revising management structure of personnel, and increasing contributions. Revenue-producing actions were more commonly employed and had more impact on the financial performance of the schools than did cost-control measures. The two actions that had the greatest impact on the financial performance of the medical schools were to increase tuition and increase practice plan income. Charts that compare the actions taken by the schools (coded to insure anonymity) are included. The medical schools are identified in the introduction (and in HE 013 669). (SW)

ED 200 177 HE 013 669

A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980.

Cresap, McCormick, and Paget, Inc., Washington, D.C.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Report No.—HRP-0902918

Pub Date—Nov 80

Contract—HRA-232-79-0077

Note—97p. For related document, see HE 013 668.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accreditation (Institutions), Case Studies, Comparative Analysis, Cost Effectiveness, Economic Factors, Educational Finance, *Federal Aid, *Financial Support, *Fiscal Capacity, *Grants, Higher Education, *Income, *Medical Schools, Operating Expenses, Personnel Policy, Private Financial Support, Salaries, State Aid, Tuition

Identifiers—Creighton University NE, *Financial Distress Grants, Georgetown University DC, George Washington University DC, *Institutional Vitality, Meharry Medical College TN, New York Medical College, Saint Louis University MO, Temple University PA, Tulane University LA, University of Nevada Reno

Factors of success associated with eight medical school recipients of Financial Distress Grants from the Health Resources Administration were studied. "Factors of success" refers to the effectiveness of actions taken by the medical schools to improve their financial stability. (One school used the funds to maintain accreditation.) The nine medical schools receiving these grants between 1972-76 (one school was excluded from analysis because it is still receiving funding) are: Creighton University, George Washington University, Georgetown University, Meharry Medical College, New York Medical College, St. Louis University, Temple University, Tulane University, and the University of Nevada-Reno. The legislative background of the Financial Distress Grant Program is reviewed, and case studies are presented on each of the eight medical schools that were evaluated. To ensure anonymity, the schools are coded with letters. The actions that were instituted most often by the eight schools are identified. Revenue-producing actions were more commonly employed and had more impact on the financial performance of the schools than did cost-control measures. The actions taken by the medical schools were assessed as having either a major, moderate, minor, or no impact. At all of the eight schools, increases in tuition provided a major contribution to the operating budget of the

school. Plans to increase the income provided to the school were a major and controllable funding source for six of the medical schools. The 10 actions that were most commonly taken or that had the greatest impact on financial performance are discussed individually, and charts that compare the actions taken by the schools (coded to ensure anonymity) and the impact of the actions are included. (SW)

ED 200 178 HE 013 670

Nossen, Robert, Ed.

The Retention Committee, University of Pittsburgh. A Report to the Provost.

Pittsburgh Univ., Pa.

Pub Date—Aug 80

Note—74p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Persistence. *Advisory Committees. College Environment. College Freshmen. College Students. *Commuting Students. *Educational Counseling. Educational Facilities. Faculty Advisers. Higher Education. Information Needs. Institutional Research. *Minority Groups. Physical Environment. Policy Formation. Position Papers. *School Holding Power. Student Adjustment. Student Attrition. Student Needs. *Student Teacher Relationship. Teacher Behavior

Identifiers—*University of Pittsburgh PA

Studies by task forces of the University of Pittsburgh's Retention Committee, which identified problem areas and offered suggestions to increase student retention, are described. The Task Force on Student/Faculty Relationships studied existing files of complaints from students and surveyed students on their experiences with faculty members. Complaints about faculty included: lack of commitment to the teaching task, inaccessibility to students, and poor teaching skills. The Task Force on Advisement recommended drafting a policy statement concerning advisement that would specify guidelines, advisor/advisee ratios, and other needs. The Task Force on the Freshman Year offered suggestions regarding initial contacts with the university, adjustments to the university, academic skills program, and other areas. The Task Force on Commuter Concerns addressed the needs of commuters of the traditional college age group and made recommendations concerning academic and related support areas, information access, and student activities. The Task Force on Minorities obtained information regarding undergraduate minority student retention from schools within the university and identified concerns within environmental, sociocultural, and cognitive/affective domains. The Task Force on Physical Environment studied student perceptions of the university's physical environment, which was defined in terms of its academic and nonacademic facilities and its general ambience. Appended materials include student comments concerning faculty, and a sample faculty relations questionnaire. (SW)

ED 200 179 HE 013 671

Pardius, Robert James

Faculty Cultures and Instructional Practices.

Spons Agency—National Inst. of Education (ED). Washington, D.C.

Pub Date—Dec 80

Grant—NIE-G-79-0175

Note—55p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Science Research. *College Faculty. *Educational Practices. Educational Research. *Group Unity. Higher Education. Informal Leadership. Instructional Development. *Interprofessional Relationship. *Peer Influence. Psychological Studies. Social Science Research. Social Values. *Teaching (Occupation). Teaching Methods

Research regarding the antecedents and consequences of faculty cultures was surveyed, based primarily on computer searches of ERIC (1966-79), "Sociological Abstracts" (1963-79), and "Psychological Abstracts" (1967-79). Faculty cultures is used to refer to work-related perceptions, norms, and values that are shared by some or all of the teachers within a given school. Collegial interaction directed toward the solution of common and recurrent problems is seen as a fundamental dynamic in the creation and maintenance of informal cultural guidelines for instructional practice. Responses to six essential problems in teaching are described.

Those problems are: inadequate preparation, ambiguous goals, precarious autonomy, instructional isolation, and batch-processing of students. It is concluded that despite professional and organizational barriers to faculty solidarity, informal work groups do develop and that these primary groups offer their members help, support, guidance, and consensual validation regarding appropriate instructional practices. A sociological model of the teaching-learning process is presented, within which collegial relationships and faculty cultures are central. Research linking faculty cultures to student achievement is highlighted and the need for further research is noted. (Author/SW)

ED 200 180 HE 013 672

Charters, Alexander N. And Others

Comparing Adult Education Worldwide.

Report No.—ISBN-0-87589-494-1

Pub Date—81

Note—272p.

Available from—Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 (\$15.95).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Access to Education. *Adult Education. Adult Learning. Comparative Analysis. *Comparative Education. Cross Cultural Studies. Developing Nations. Educational Legislation. Educational Research. *Educational Technology. *International Education. *Literacy Education. Professional Associations. Professional Education. Program Design. Program Development. Socialism

Identifiers—Asia, Australia, East Germany, Europe. *Professionalism. Third World Education Systems. USSR, West Germany

Comparative international adult education, defined as that field in which adult educators from various countries compare their own institutions and practices with those of their counterparts in other nations, is examined. Provided is an account of adult education in nine European socialist countries (including the Soviet Union), as well as definitions of new policies and practices from developing Third World nations that hold promise for improving programs in more industrialized and urbanized countries. Chapters include: Learning from Each Other (Alexander N. Charters); Australia in Asia-Comparison as Learning (Chris Duke); Adult Education Systems in European Socialist Countries: Similarities and Differences (Dusan M. Savicevic); Professionalization in Adult Education in the Federal Republic of Germany and the German Democratic Republic (Joachim H. Knoll); Adult Education Organizations in a Comparative Context (E. M. Hutchinson); The Function of Adult Education Legislation (Colin J. Titmus and Alan R. Pardo); Educational Technology in Comparative Adult Education (Donald P. Ely); Reaching Unreached Adults (Kwasi Ampene); Design and Development of Literacy Programs (John W. Ryan); and Research (J. R. Kidd). A postscript by Charters indicates both the similarities and differences identified, government intervention, leadership needs, and social contributions. Notes about the authors, references, a name index, and a subject index are also provided. (LC)

ED 200 181 HE 013 673

O'Neil, Bryan L.

Business Department Chairperson: An Administrator or a Teacher?

Pub Date—May 79

Note—63p.; Ed.D. Practicum. Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Responsibility. Administrators. *Business Administration Education. Curriculum Development. *Department Heads. Educational Counseling. Employment. Faculty. Governance. Higher Education. *Leadership Responsibility. *Middle Management. *Noninstructional Responsibility. Policy Formation. Power Structure. Role Perception. School Organization. State Colleges

Identifiers—*Castleton State College VT

The responsibilities of the business department chairperson at Castleton State College were assessed. A literature review included the area of organizational structures of academic institutions, and key faculty members and administrators at the college were interviewed to identify the key issues and

problems of organizational structures and job responsibility at the college. Pertinent documents were also reviewed. It is suggested that the departmental chairperson structure at the college is a system that can work efficiently from a managerial standpoint. The overall problem within the current system is the lack of a job description for the department chairperson. It is recommended that in the process of constructing the divisional director, a middle management be established in order to better delegate authority from one centralized system at the deans' level to the department chairpersons' level where most decisions have to be made. It is suggested that the department chairperson be responsible for undergraduate and graduate curriculum development, student advising, and classroom assignment. The divisional directors would be concerned with employment of new faculty, the business advisory committee, off-campus programs, Master of Business Administration programs, and community needs. Appendices include a chart of the organization of the college, a flowchart on academic policy development, and the text of the recommendation for reorganization of the departmental structure. (Author/SW)

ED 200 182 HE 013 674

Pasch, Marvin

Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability.

Pub Date—Mar 81

Note—17p.; Paper presented to the Annual Meeting of the Eastern Educational Research Association (Philadelphia, PA, March 12-14, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes. *Cooperative Programs. Demonstration Programs. Educational Development. Educational Resources. *Faculty Development. Feasibility Studies. Higher Education. Human Resources. *Improvement Programs. *Inservice Teacher Education. Institutional Cooperation. Needs Assessment. Pilot Projects. Professional Continuing Education. *Professional Development. Questionnaires. Teacher Improvement. Urban Universities

Identifiers—*Cleveland State University OH. *National Diffusion Network

A feasibility study was conducted to assess the level of interest by the Developer/Demonstrator (D/D) programs of the federally-supported National Diffusion Network in collaborating with Cleveland State University's College of Education in a program of professional development for educators in Cuyahoga County, Ohio. Of the 100 D/D project directors surveyed in 1980, 95 expressed a willingness to participate as a resource for professional development. D/D's were also asked to rate listed strategies upon which a collaboration might be built and to recommend strategies other than those identified in the questionnaire. The highest ratings went to the "expansion of inservice training to fit under the umbrella of a university course." Their responses reveal a concern for needs assessment, expansion of their training to conform to university expectations, and evaluation/feedback. Financial support from the university was identified by almost half of the respondents as an incentive for collaboration, followed by academic credit and publicity. In regard to barriers, the financial assistance issue was the first priority concern. It is suggested that future investigation is needed to determine whether parallel interest in collaboration is present in other urban universities in addition to Cleveland State University. Additionally, attention is directed to defining professional development and indicating weakness of inservice education. The role of the urban university in professional development and the contribution that can be made by D/D programs are also addressed. A sample questionnaire is appended. (SW)

ED 200 183 HE 013 676

Lienemann, William H. Bullis, Bruce

Collective Bargaining in Higher Education Systems: A Study of Four States.

American Association of State Colleges and Universities, Washington, D.C.; Northeastern Illinois Univ., Chicago

Report No.—AASCU-80-4

Pub Date—Oct 80

Note—54p.

Available from—American Association of State Colleges and Universities, 1 Dupont Circle, Suite 700, Washington, DC 20036.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Attitudes. Administrators. *Collective Bargaining. College Administration. *College Faculty. Comparative Analysis. Decision Making. *Faculty College Relationship. Faculty Workload. *Governance. Higher Education. Policy Formation. *Power Structure. School Surveys. Teacher Attitudes. Teacher Employment Benefits. *Unions

Identifiers—Florida, Illinois, Minnesota. New York

Systemwide bargaining in higher education in four states (Florida, Illinois, Minnesota, New York) was studied to determine whether institutions were affected in the manner predicted by previous literature, whether the amounts of influence, or power, of various institutional decision-makers were affected, and whether the viewpoints of respondents varied according to eight variables. These variables were rank, union/nonunion affiliation, state, sex, years employed, highest collegiate degree, age, and employee category. A total of 287 individuals on 12 campuses were surveyed, representing the faculty, department heads, deans, vice presidents, presidents of the faculty senate, and presidents of the local union chapters. Overall, the results indicated agreement with the seven consensus predictions synthesized from research and literature on collective bargaining in higher education. One of the predictions received clear support: collective bargaining resulted in increasingly formalized relationships between faculty and administrators. Open-ended questions in the interview instrument concerned workload, support, and benefits. Generally, changes resulting from collective bargaining were perceived to be minimal. For seven levels of decision-makers, department faculty and faculty governance were judged to have experienced the greatest losses in influence, and the bargaining agent was judged to have gained the most influence. Of the seven types of decisions considered, the greatest change in authority patterns occurred in the area of faculty salary increase decisions. A sample interview instrument and a bibliography are appended. (SW)

ED 200 184 HE 013 677

Scholarship at a Land-Grant University.

Mississippi State Univ., Mississippi State.

Pub Date—20 Oct 80

Note—24p. Four papers presented at a conference at Mississippi State University (Mississippi State, MS, October 20, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role. Higher Education. Knowledge Level. *Land Grant Universities. Learning. Reputation. Researchers. *Research Needs. Research Opportunities. *Scholarship. School Community Relationship. Social Action. Social Problems. *Teacher Role. Teaching (Occupation)

Conference papers on scholarship at a land-grant university, scholarship in general, and the interrelationships among scholarship, teaching, research, and societal needs are presented. In "Scholarship Through Teaching," Keith Goldhammer suggests that teaching, research, and scholarship are not separate domains, and that the teacher's role is to help students see the value of the accumulated knowledge of the past, to exercise reason in understanding and resolving problems, and to seek new knowledge and better syntheses and interpretations of knowledge. In "Scholarship and Society," Norman Graebner suggests that there is a need for new moral and intellectual leadership to strengthen the academic profession and to make it more useful to society. The need for greater effort within the academic community to improve the relationship between teaching and research, both in the sciences and in the humanities, is noted. In "Scholarship Through Research," Ronald St. Pierre projects that research will change in the coming years from influences such as funding and federal regulations and that there will be increased demand for a more rapid solution to pressing social problems such as health concerns. A historic view of some research activities is also presented. In "Scholarship," Joab Thomas addresses the general subject of the impact of scholarship on land-grant universities and considers op-

portunities for scholarship in the 1980s. The need to improve the academic reputation of land-grant universities, and to avoid too narrow a focus is suggested. (SW)

ED 200 185 HE 013 680

Smith, Timothy A. McNeal, Donald R.

Preparing Students for Their Initial Patient Encounter—An Innovative Approach.

Kentucky Univ., Lexington. Coll. of Medicine.

Pub Date—Mar 81

Note—6p.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Objectives. Communication Skills. Dental Schools. *Dentistry. Dentists. Educational Innovation. *Medical School Faculty. *Medical Students. *Physician Patient Relationship. Seminars

Identifiers—*Clinical Teaching (Health Professions). *Dental Students

A new University of Kentucky course, developed to prepare dental students for the initial encounter and treatment of patients, is described. Offered during the second year of dental school, the course focus is on the interpersonal interactions that occur during the initial treatment of patients. The course consists of three two-hour seminars taught by two instructors to 15 students who are assigned readings on communication, listening to feelings, and talking to patients. Students also attend lectures on the personality characteristics of dentists, variables associated with demand for dental services, patient motivation, the practitioner/patient relationship and patient rights and responsibilities. The clinical situation is recreated through use of audio and video tapes that demonstrate phone calls, waiting room behavior, problems in escorting patients to the dental chair, and establishing and maintaining patient rapport. Students role play to practice strategies for handling the stress involved with the patient/doctor situation. Favorable feedback from students is reported. Instructors' methodology is applicable to clinical faculty from other departments. A seminar outline is provided. (Author/LC)

ED 200 186 HE 013 687

Semaj, Leahcim

The Impact of Triple Room Assignment on Students at Rutgers and Douglass Colleges.

Pub Date—Jul 79

Note—52p.

Pub Type—Reports - Research (143) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Housing. *College Students. *Dormitories. Environmental Influences. Higher Education. *On Campus Students. Performance Factors. Student College Relationship. *Student Needs. Student Welfare

Identifiers—*Rutgers the State University New Brunswick NJ

The effects of overassignment (three students living in a room usually assigned to two) on students at Rutgers and Douglass Colleges are examined in a study of differences between students housed in two- and three-person rooms for the semester. The dependent measures were perception of the university environment, academic performance, physical (medical) and psychological symptoms, and behavioral differences. Out of the 506 students sampled, only 75 percent (380) were useful for analysis. The mean age was 18.6, was 56 percent male, 80 percent double-room residents, and 50 percent freshman. Students were given the University Residence Environment Scale (URES), a modified Biographical and Experiential Questionnaire (BEQ), and two modified scales from the College Student Satisfaction Questionnaire (CSSQ). Findings include: students housed in triple rooms spend more time at home than those in double rooms; students in triple rooms are older than those in double rooms; freshmen showed no difference between doubles and triples; students in triple rooms report less on the "Symptom" scale having less back pains, less dizziness, no loss of appetite, and fewer instances of nervousness. Comparisons between Rutgers and Douglass College produced several differences: (1) students at Rutgers indicate more "involvement," "competition," and "innovation," but less "traditional social orientation"; (2) students at Douglass rate their physical environment more positively than Rutgers students; and (3) Rutgers college students report more satisfaction with their social environment than those at Douglass College. Several

recommendations are offered, including: designate more permanent triple rooms; emphasize ecology, or how many people the environment can comfortably house; and the term "overcrowding" should be replaced by the word "overassignment" to dismiss negative connotations. (LC)

IR

ED 200 187

IR 009 102

Hallworth, H. J. Brebner, Ann

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future.

Calgary Univ. (Alberta). Faculty of Education. Spons Agency—Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date—Jun 80

Note—243p. For related document, see IR 009 103.

Pub Type—Historical Materials (060) — Information Analyses (070)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Academic Achievement. *Computer Assisted Instruction. *Costs. Developmental Disabilities. Disadvantaged. Elementary Secondary Education. Futures (of Society). History. *Input Output Devices. *Microcomputers. Multimedia Instruction. Program Descriptions. Programming Languages. Student Attitudes. *Technological Advancement. Videodisc Recordings. Videotape Recordings

This overview of computer assisted instruction (CAI) traces the development and use of computers in learning and instruction and describes some current CAI projects including PLATO, CDC PLATO, TICCIT, and others at Stanford University and the Computer Curriculum Corporation, and in Chicago, Los Nietos (California), Minnesota, Europe, and Canada. Technological developments in microcomputers and their use for CAI: hard copy, display terminals, and multimedia terminals for CAI: videotape; videodisc; and communications are discussed. Also examined are factors influencing the future development of CAI, such as costs, student achievement and attitude, integration of CAI into the instructional setting, and CAI languages. Conclusions and recommendations are concerned with hardware, software, courseware, personnel, priority areas for CAI, and demonstration projects. An extensive bibliography is provided, and additional remarks on CAI languages and a schedule of visits made in connection with the study are appended. (CHC)

ED 200 188

IR 009 103

Hallworth, H. J. Brebner, Ann

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. Executive Summary.

Calgary Univ. (Alberta). Faculty of Education.

Pub Date—Jun 80

Note—12p. For related document, see IR 009 102.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement. Adult Education. *Computer Assisted Instruction. Costs. Developmental Disabilities. Disadvantaged. Elementary Secondary Education. Futures (of Society). History. *Microcomputers. Teacher Role. *Technological Advancement. Videodisc Recordings

This summary report focuses on the hardware which has been used in the major projects detailed in the complete report and new delivery systems for CAI that are currently available or being developed. The need for additional software for microcomputers is pointed out, some advantages and applications of CAI are briefly reviewed, and the establishment of CAI demonstration projects in schools and school districts is recommended, with priority given to students and subject areas most likely to benefit from CAI. (CHC)

ED 200 189

IR 009 118

Bor, Aaron Marc

Educational Slides: Form and Function.

Pub Date—77

Note—81p. Ed.D. Project in lieu of dissertation. University of Northern Colorado.

Pub Type—Dissertations Theses - Undetermined (040) — Guides - Non-Classroom (055) — Non-Print Media (100)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Audiotape Recordings. *Audiovisual Instruction, Costs, Educational Media, Educational Objectives, Inservice Education, *Media Selection, Postsecondary Education, *Production Techniques, *Slides

Designed for use by teachers, librarians, and media specialists, the slide/tape program described presents an introduction to the production and uses of educational slides in the classroom with emphasis on the relative ease of producing and using slides, as compared to other visual media. This paper includes discussions of the reasons for local slide production and the development of this slide/tape program, as well as the content of the program in story board format and a users guide. The slide/tape introduces the physical characteristics and advantages of educational slides, provides tips for producing slides and suggestions for their use, and lists ideas and games incorporating educational slides for classroom use. The program consists of 79 35mm color slides with an accompanying audiocassette tape; the length is 12:25 minutes. A bibliography listing 68 additional sources of information is attached. (CHC)

ED 200 190

IR 009 204

Goldin, Laurence A. Bear, Becky

Comparisons of Selected Instructional Television Networks: Programming, Management, and Funding Models.

Spons Agency—Alaska State Dept. of Education, Juneau. Office of Planning and Research.

Pub Date—Jun 79

Note—251p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Basic Education, Broadcast Television, Communications, *Comparative Analysis, Cost Effectiveness, *Educational Television, Elementary Secondary Education, Foreign Countries, *Models, Networks, Postsecondary Education, Programming (Broadcast), Telecommunications, *Use Studies

Identifiers—Canada, United States

Aspects of 11 instructional television (ITV) networks in the United States and Canada were compared to illustrate areas of practical interest to Alaskan educators and policy makers. Areas examined included: (1) the use of broadcasting to deliver K-12 programming; (2) post-secondary academic coursework, adult basic education, and continuing professional training; (3) examples of networking based on program service through locally-licensed stations; and (4) the use of telecommunications services other than broadcast television to complement or provide services integral to specific aspects of broadcast television. Programming services provided by various agencies or distribution networks were studied, and attention was focused on questions of centralized services, cost economies or derived benefits, and the methods and advantages of local or user control offered by decentralized systems or networks. (MER)

ED 200 191

IR 009 206

Goldhor, Herbert

What Influences Public Library Adult Patrons to Choose the Books They Borrow.

Pub Date—Feb 81

Note—83p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adults, Bibliographies, Exhibits, *Library Circulation, *Library Collections, Library Research, Library Surveys, Public Libraries, Questionnaires, *Reading Material Selection, Tables (Data), Use Studies

Identifiers—*Browsing, Jamaica Library Service (Kingston), *Library Users

This study was conducted in 1978/79 to test the hypothesis that the circulation of books put in a prominent display location would increase because of the tendency of adults to select books in public libraries by browsing, rather than looking for specific titles. The circulation of all copies of a sample of 115 titles from the adult individual biography section was recorded for a 3-month period, and each patron returning a sample title was asked to complete a brief questionnaire. In the following three months, 55 titles from the sample were assigned to Group A and displayed on special shelves near the charge desk. Thirty titles designated as Group B were described in a one-page booklet which was widely distributed, and the remaining 30 titles served as a control group. These two groups re-

mained in their normal places on the shelves. Circulation data and user questionnaires were collected for all three groups. Data analyses showed a statistically significant increase in the circulation of Group A during the experimental period; however, an unexpected increase in circulation for Group B resulted in a revised hypothesis to account for additional factors affecting circulation. Extensive data analyses, the questionnaire, and a list of sample titles are included. (BBM)

ED 200 192

IR 009 224

Manual Circulation Handbook for Network Libraries.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—Jan 81

Note—234p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Filing, Guidelines, *Library Circulation, *Library Networks, Library Standards, Library Technical Processes, Records (Forms)

Identifiers—*Library Procedures

Designed to assist nonautomated libraries in operating an efficient circulation system, this publication explains all forms and procedures necessary to maintain and circulate books and equipment to eligible readers. Five sections outline and detail procedures for establishing and maintaining files, setting up patron records, book circulation and collection maintenance, temporary and support activities, and recording and reporting statistics. The procedures are arranged in step-by-step order within each section. Appendices provide sample forms and letters, flow diagrams, and a glossary of terms. (FM)

ED 200 193

IR 009 225

University of Waterloo Library: Statement of Goals and Objectives.

Waterloo Univ. (Ontario). Library.

Pub Date—Jul 80

Note—19p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Libraries, Foreign Countries, Higher Education, Library Administration, Library Services, *Organizational Objectives, Policy

This formal statement presents the principal objectives of the university, the goals of the library and nine specific objectives which define them, and more detailed descriptions of the policies which form a complex body of interrelated regulations designed to accomplish the library's critical objectives. (FM)

ED 200 194

IR 009 226

Brickley, Richard R. Comp.

Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90, Villanova University, Fall Term, 1980.

Villanova Univ., Pa.

Pub Date—Jan 81

Note—71p.; Legibility varies. Best copy available.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Computer Programs, Elementary Education, *Information Retrieval, Junior High Schools, *Library Automation, Literature Reviews, *Microcomputers, Online Systems, Postsecondary Education, *Supplementary Reading Materials

Identifiers—*Computer Literacy

As part of the requirements for an exploratory graduate course on computers offered by the Department of Library Science for school librarians and other interested persons, students developed course projects relating what they learned to possible applications in school and/or library settings. This resource booklet contains unedited selected materials from those course projects. Contents include: "Proposal for a Planned Course in Computer Literacy for a Middle School," "Applications Design for Using References in the Library: A History Lesson," "Design for Micro-computer Inventory of Media-AV Equipment in a Junior High School," "Application Design for an Online Search Assistance Program for Junior High Students Using a Local Data Base," "A Mock Proposal for

Incorporating OCLC Services in a Local School District Library," "Teacher's Resource List of Supplementary Materials for Courses Using Microcomputers," "Review of Junior High School Books and Materials on Computers," "Bibliography of Children's Books on Computers," and "Reading Software." (MER)

ED 200 195

IR 009 227

Midgley, Thomas Keith

Display and Presentation Boards.

Pub Date—79

Note—12p.; For related documents, see IR 009 228-230.

Available from—T. K. Midgley, 1612 5th Street, Cheney, WA 99004 (\$2.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bulletin Boards, Chalkboards, *Display Aids, Teacher Developed Materials, Three Dimensional Aids, Visual Aids

The use of display and presentation boards as tools to help teachers/trainers convey messages more clearly is briefly discussed, and 24 different types of display and presentation boards are described and illustrated: i.e., chalk, paste-up, hook-n-loop, electric, flannel, scroll, communication planning, acetate pocket, slot, pin-tack, preview, rear projection, venetian, pocket, slide, grid drawing, burlap, flip, shade, clip, menu, study, magnetic, and pegboard. It is pointed out that display and presentation boards can be used by a wide variety of educators and administrators, including educational media specialists, audiovisual coordinators, personnel training specialists in industry, or anyone who teaches or presents information to learners, whether they be in schools, churches, scouting, or civic or business organizations. (Author/LLS)

ED 200 196

IR 009 228

Midgley, Thomas Keith

Suggestions for Designing Learning Activity Packages, Instructional Systems, and Other Self-Instructional Strategies.

Pub Date—73

Note—126p.; For related documents, see IR 009 227-230. Use of colored paper in original document may limit legibility.

Available from—T. K. Midgley, 1612 5th Street, Cheney, WA 99004 (\$8.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Autoinstructional Aids, Behavioral Objectives, Guidelines, Individual Differences, *Individualized Instruction, *Learning Modules, Performance Contracts, Teacher Developed Materials, Videotape Recorders, Videotape Recordings

These guidelines for writing a learning activity packet (LAP) include a rationale for self instruction; suggested format for writing a LAP; analysis of the LAP format item by item; general instructions for writing a LAP; examples of performance objectives; affective domain attitudinal objectives; and student/teacher contracts for learning; suggested learning activities, other self instructional techniques, a definition of self instruction, and some self instructional strategies; a suggested LAP evaluation form; and an example of a short student produced LAP, "Welcome to the World of Videotaping." Supporting materials provided in the second section include discussions of the Socratic method, the fourth dimension of learning, individual differences, the role of self image in teaching and learning, the effect of stress on learning, and a 37-item bibliography. (LLS)

ED 200 197

IR 009 229

Midgley, Thomas Keith

Production of Teacher-Made Materials: Self-Help Cards, Step by Step, Workbook Number 1-Basic Techniques.

Pub Date—78

Note—75p.; For related documents, see IR 009 227-230.

Available from—T. K. Midgley, 1612 5th Street, Cheney, WA 99004 (\$9.80).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiovisual Aids, Autoinstructional Aids, Material Development, Production Techniques, *Teacher Developed Materials, *Visual Aids, Workbooks

This workbook contains a series of self-instructional

tional guides for producing teacher-made materials useful in classroom situations. The 60 different guides provided cover a variety of techniques for (1) mounting pictures to posterboard, (2) laminating visuals, (3) lettering, (4) making visuals for use on the overhead projector, (5) making instructional displays, and (6) enlarging or reducing visuals. Each guide contains the following sections: title, definition, performance objective, procedure, materials needed, helpful hints, evaluation criteria, and tab labels. (LLS)

ED 200 198 IR 009 230

Midgley, Thomas Keith.

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number II—Advanced Techniques.

Pub Date—79

Note—96p. For related documents, see IR 009 227-230.

Available from—T. K. Midgley, 1612 5th Street, Cheney, WA 99004 (\$9.80).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Autoinstructional Aids, Material Development, *Production Techniques, *Teacher Developed Materials, *Visual Aids, Workbooks

This workbook contains a series of self-instructional guides for producing teacher-made materials useful in classroom situations. The 58 different guides provided cover a variety of techniques for (1) mounting pictures to posterboard, (2) laminating visuals, (3) lettering, (4) making and using transparencies, (5) making instructional displays, and (6) production tools. Each guide contains the following sections: title, definition, performance objective, procedure, materials needed, helpful hints, evaluation criteria, and tab labels. (LLS)

ED 200 199 IR 009 231

Caron, Andre H.

Children and Television. A Digest of Events Saluting International Year of the Child.

Children's Broadcast Inst., Ottawa (Ontario).

Pub Date—80

Note—84p.

Available from—CBI/IRTE, 160 Eglinton Ave. East, Suite 207, Toronto, Ont. M4P 1G3, Canada (free as long as supply lasts).

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Broadcast Television, Cable Television, *Children, *Childrens Television, Communications, Films, Foreign Countries, *Mass Media, Media Research, *Programming (Broadcast), Radio

Identifiers—*Canada, International Year of the Child

Activities concerned with children and television described in two Children's Broadcast Institute newsletters published during the International Year of the Child are summarized and discussed. Conferences, events, and symposia described include L'Enfant et Les Mass-Medias, Euro/Pan-American Convention on Television for the Young in the 80's, Working Together for Children, Emotion as a Means of Dramaturgy, ENFILM 79, Banff Film Festival, Today's Child-Tomorrow's World, Power of Television, and Parents' Viewing Month. Brief reports on broadcasting, programming, and research in special children's programming summarize projects undertaken by Radio-Canada, the Canadian Broadcasting Corporation, CTV Television Network, Global Television Network, Tele-Metropole Inc., Radio-Quebec, TV Ontario, Canadian Cable Television Association, The Canadian Children's Channel, and CVAC-TV and the University of Calgary. Summary reports from academia include Children and Television—Media and Values; The Child in Canadian Society: Celebration! Children and Media; Television Research in Quebec; Children and Television—Implications for Education; Come Share with Me; and The Child of Film. Abstracts of 14 articles, publications, and reports are also presented, as well as a 31-item bibliography on media and children. (CHC)

ED 200 200

Morris, Barbara R.

A Report on the Festival of Children's Programming (Montreal, Quebec, Canada, October 16-18, 1977).

Children's Broadcast Inst., Ottawa (Ontario).

Pub Date—Oct 77

Note—51p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Childrens Television, Elementary School Students, Foreign Countries, Futures (of Society), *Preschool Children, *Programming (Broadcast), Television Research, *Workshops

Identifiers—*Canada, *Childrens Broadcast Institute

This summary of a 3-day informal gathering hosted by the Children's Broadcast Institute in October 1977 for producers, programmers, writers, researchers, advertisers, and consumers, includes introductory remarks by Dr. Fred B. Rainsberry, brief bibliographies of the speakers and workshop participants, the agenda, and summaries of presentations by the guest speakers. Also summarized are (1) workshops on Pre-School Programming—Parts I and II, The State of Research in Canada, TV Verite, Putting a Program Together, Selling to Children, What Are Canadian Children Watching and Why?, and The 8-12 Year Old in a Changing Society; (2) a panel discussion; (3) plenary discussion and summation; and (4) banquet and award presentations. Additional information provided includes the suggested guidelines for the judges, the screening schedule, 1977 conditions for submission of television programs, the submission form, the Festival Committee, Board of Directors of CBI, festival participants, a list of sponsors, and aims and objectives of the Institute. (CHC)

ED 200 201

Varnet, Harvey

An Analysis of the Learning Resources Programs Provided by the Fifteen Colleges of the Massachusetts Community College System.

Pub Date—78

Note—218p. Legibility varies.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Audiovisual Instruction, *Community Colleges, *Educational Resources, Educational Television, *Learning Resources Centers, Library Services, Library Standards, *Program Effectiveness, Questionnaires, Tables (Data), Two Year Colleges

Identifiers—*Massachusetts

The learning resources programs analyzed in this report include the library, audiovisual, television, and production services of 15 Massachusetts community colleges. The study is based on a questionnaire/checklist developed from the 1972 Association of College and Research Libraries (ACRL) guidelines for 2-year college learning resources programs with supplemental quantitative standards. The levels of effectiveness for individual colleges and the system as a whole are described, and recommendations are made for improving support and planning for learning resources services, staffing, budgeting, facilities, and other areas. The report presents the study methodology, a list of eight references, 15 tables of data, and the five appendices include the guidelines for 2-year college learning resource programs, supplemental quantitative standards, survey questionnaires for each college, library resources holdings for fiscal year 1978, and quantitative standards for Massachusetts community colleges. (Author/RAA)

ED 200 202

Adalian, Paul T., Jr., Comp. Rockman, Ilene F., Comp.

BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised.

California Polytechnic State Univ., San Luis Obispo, Library.

Pub Date—81

Note—123p. For related document, see ED 183 136. Some examples may not reproduce: parts may be marginally legible.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Libraries, *College Students, Higher Education, Library Facilities, Library Instruction, *Library Materials, *Library

IR 009 232

Services, *Library Skills, *Search Strategies Identifiers—*California

This manual in library skills is designed to acquaint college students with the resources, services, and facilities of the California Polytechnic Library and library search strategies. The readings in the handbook support class lectures on the book collection and classification, main collection index, circulation and loan service, limited loan and reserve, periodicals, periodical indexes, periodical abstracts, newspapers and newspaper indexes, reference books and the reference department, interlibrary loan, government documents, learning resources and curriculum department, special collections and archives, search strategy, citing information and using style manuals, and information guides. Glossaries of library terms, symbols, and abbreviations common in library usage are provided. (RAA)

ED 200 203

Shoffner, Ralph M., Madden, Mary A.

British Columbia Library Network: A Study of Feasibility. Revised.

British Columbia Union Catalogue, Richmond.

Report No.—ISBN-0-919093-00-0

Pub Date—31 Jan 80

Note—473p. For related documents, see IR 009 237-240. This report includes "BCUC Governance and Management: A Background Paper for the BCUC Replication Study," by Paul E. Baldwin.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Cataloging, Computer Oriented Programs, Cost Effectiveness, Feasibility Studies, Foreign Countries, Information Systems, *Library Automation, *Library Networks, Online Systems, Union Catalogs, User Satisfaction (Information) Identifiers—*British Columbia, Canada, University of Toronto Library Automation System, Washington Library Network

This feasibility study was conducted to collect financial, operational, and other data concerning the alternatives of continuing with the University of Toronto Library Automation System (UTLAS), the present supplier of catalog support to the British Columbia Union Catalogue (BCUC) participating libraries, or of replicating the Washington Library Network (WLN) system. Specifically, the study examined the economic feasibility of replicating the WLN system; produced a comparative feature analysis of WLN and UTLAS; produced cost projections for both systems; provided comprehensive data on the best systems for meeting anticipated needs for support of other functions including acquisitions, serials, circulation, and public access; provided recommendations on the alternatives; and provided recommendations on the next steps to be considered. Tables display the data gathered. An additional paper, "BCUC Governance and Management: A Background Paper for the BCUC Replication Study," by Paul E. Baldwin, is included. (Author/FM)

ED 200 204

Shoffner, Ralph M., Madden, Mary A.

The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised.

British Columbia Union Catalogue, Richmond.

Report No.—ISBN-0-919093-01-9

Pub Date—Jul 80

Note—436p. For related documents, see IR 009 236-240. This report includes "A Summary Analysis of the Impact on Cataloguing of DOBIS and WLN," by Ann Turner and others.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Cataloging, *Cost Effectiveness, Cost Estimates, Feasibility Studies, Foreign Countries, Information Systems, *Library Automation, *Library Networks, Merchandise Information, Online Systems

Identifiers—*British Columbia, Canada, *DOBIS System, Washington Library Network

This study compares the three versions of DOBIS (Dartmouth Bibliothekssystem) that are currently running in Canada and the Washington Library Network (WLN) systems in order to determine which one is the most appropriate to replicate in support of the British Columbia Library Network (BCLN). Comparisons of systems costs and operating features, the availability of desired cataloging information, time required to use the systems, and the relative impact of the two systems upon cataloging operations are presented. Figures display the

data in detail. An additional report, "A Summary Analysis of the Impact on Cataloguing of DOBIS and WLN," by Ann Turner, Carolyn A. Hoffman, and Shirley Ward, is included. (FM)

ED 200 205

IR 009 238

Turner, Ann. And Others.
DOBIS-WLN Impact Study. Report.
British Columbia Union Catalogue, Richmond.
Report No.—ISBN-0-919093-02-7
Pub Date—Jul 80

Note—75p.; For related documents, see IR 009 236-240.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cataloging, Comparative Analysis, *Data Processing, *Information Retrieval, Information Storage, Library Automation, *Library Networks, Library Surveys, *Online Systems, Personnel Needs, Questionnaires

Identifiers—*British Columbia, Washington Library Network

Conducted to gather information on the practical impact of implementing either the Washington Library Network (WLN) system or one of two versions of the DOBIS system in British Columbia Union Catalogue (BCUC) member libraries, this study addressed four questions: (1) the effect the introduction of the new system would have on workflows; (2) whether existing job descriptions, classifications, and pay grades would need to be altered to accommodate workflow changes; (3) what retraining and reorganization would be required in libraries already using UTLAS as a cataloging utility; and (4) changes in productivity that could be expected when the new system was operational. Results and conclusions are summarized, and data gathered from a questionnaire distributed to six libraries using the Canadian National Library on the College Bibliocentre version of DOBIS or WLN are detailed. Appendices provide a list of documentation examined, guidelines for the WLN review process, and the DOBIS table of system limitations. (FM)

ED 200 206

IR 009 239

Proposal to Fund the Establishment of a Computer Based Library Service Utility in British Columbia.

British Columbia Union Catalogue, Richmond.

Report No.—ISBN-0-919093-03-5

Pub Date—Jul 80

Note—31p.; For related documents, see IR 009 236-240.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Libraries, Computer Oriented Programs, Financial Support, Foreign Countries, Library Automation, Library Catalogs, *Library Networks, *Online Systems, Program Proposals, Public Libraries, Special Libraries, *Union Catalogs

Identifiers—*British Columbia

Sponsored by the 28 member libraries of the British Columbia Union Catalogue (BCUC), this proposal requests funds from provincial government to establish the British Columbia Library Network (BCLN), a computerized library information system based on the existing BCUC organization and database. Chapters describe the need for the establishment of the network, as well as the objectives, principal findings, and key recommendations of the BCUC replication study definition phase. Appendices provide (1) a list of studies which have been completed as part of the BCUC replication study, (2) a summary of BCUC funding to date, (3) a summary of the provincial secretary study objectives and deliverables, and (4) a list of the current BCUC membership. (FM)

ED 200 207

IR 009 240

Baldwin, Paul E. Swain, Leigh

RECON Alternatives for Eight British Columbia

Public Libraries: An Ancillary Report for the

British Columbia Library Network Prepared at the

Request of the Greater Vancouver Library

Federation and Greater Victoria Public Library.

British Columbia Union Catalogue, Richmond.

Report No.—ISBN-0-919093-04-3

Pub Date—Dec 80

Note—182p.; For related documents, see IR 009 238-240.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Card Catalogs, *Cost Estimates, Feasibility Studies, Information Systems, Library Automation, *Library Catalogs, Library Circulation, *Library Networks, *Online Systems, Public Libraries, Union Catalogs

Identifiers—*British Columbia

This feasibility study was conducted to (1) estimate the alternative costs in 1980 Canadian dollars of using four bibliographic utilities to accomplish the retrospective conversion (RECON) of eight British Columbia public libraries' manual card catalog files, (2) make recommendations as to which alternative should be selected and how it should be managed in order to achieve the stated objectives at least cost, and (3) provide persuasive evidence that will result in the securing of funding in 1981 to begin the proposed RECON project. Background to the study is provided, and conversion estimates are detailed for DOBIS, OCLC, WLN, and UTLAS, including both online and batch processing modes. A RECON bibliography lists nine sources. Appendices provide correspondence, price lists, price quotations, and a sample methodology. Tables display relevant data. (FM)

ED 200 208

IR 009 241

Pakala, James C.

Faculty Status and Theological Librarians.

Pub Date—80

Note—27p.; Report presented at Drexel University and to the Committee on Standards of Accreditation of the American Theological Library Association.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Faculty, *Librarians, Library Surveys, *Professional Recognition, Qualifications, *Special Libraries, Tables (Data)

Identifiers—American Theological Library Association, *Theological Libraries

Findings of this study confirm that head librarians at theological libraries dominate the profession in terms of qualifications for and characteristics of faculty status, and that the possession of appropriate individual qualifications tends to be accompanied by faculty status. The status of the individual was the unit of analysis for completed questionnaires representing 65 percent of the members of the American Theological Library Association. For each librarian, faculty rank, such qualifications as professional degrees, and such characteristics as tenure were determined and analyzed. Among head librarians, half had published, as opposed to 14 percent for all others, and 77 percent held faculty rank. No librarians with all 14 of the qualifications for faculty status used as variables for the study had less than seven of the eight characteristics used to operationalize the concept of having faculty status. (RAA)

ED 200 209

IR 009 243

Linsley, Laurie S.

Florida Interlibrary Loan Improvement Project.

Final Report.

Florida Dept. of State, Tallahassee.; Florida State

Library, Tallahassee.

Pub Date—80

Note—123p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, *Interlibrary Loans, *Library Cooperation, *Library Expenditures, *Library Networks, Library Surveys, Models, Public Relations, Questionnaires, Statewide Planning, Tables (Data), Union Catalogs

Identifiers—*Florida

This study of the Florida Library Information Network (FLIN) interlibrary loan patterns and problems consisted of five primary activities: (1) a literature search; (2) an examination of statewide interlibrary loan (ILL) network models through a survey of all the state libraries and on-site visits to four of them; (3) an examination of ILL patterns in Florida libraries and identification of specific problems with FLIN through a survey of 530 FLIN users; (4) a workshop to obtain feedback from the 14 FLIN resource libraries; and (5) data analyses and recommendations based on the findings. Information elicited from FLIN users included staffing, delivery systems, cooperative endeavors, ILL statistics, request time, use of the OCLC Interlibrary Loan System, charges, suggestions for cost savings, performance of FLIN, strengths and weakness of FLIN, and suggestions for improvement of the system, as well as ILL personnel salaries and annual

expenditures for ILL operations. The larger portion of the report is concerned with the methodology of this survey and analyses of the data obtained. An annotated bibliography of 20 references is provided, and copies of the two questionnaires for FLIN users are appended, together with raw data. (RAA)

ED 200 210

IR 009 244

Gapen, Kaye

A Nationwide Network: Development, Governance, Support.

Library of Congress, Washington, D.C.

Pub Date—Jan 81

Note—17p.; Discussion paper resulting from a meeting held by the Library of Congress Network Advisory Committee (October 1-2, 1980).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, *Governance, Government Role, *Information Networks, *Information Services, *Library Networks, *Library Services, Models, National Programs, Nonprofit Organizations

Identifiers—*Nationwide Networks

Published to elicit comments and discussion from the library and information service communities, this working paper on governance of a nationwide library and information service network proposes and discusses three scenarios for the construction of such a network. The first explores a legislative model resulting from prescriptive legislative action. The second views network development and governance as an evolutionary process where ad hoc, legal, and other types of agreements or their combination provide the necessary definitions. The remaining scenario looks solely at the network coming from the private sector in which profit and not-for-profit entities would work within the context of the market place to create the network. Common to the discussion of all three models are the questions: What is to be governed? Is a legislated governance structure necessary, and what form might that or another type of governance take? No conclusions or recommendations are offered; rather, professionals are encouraged to consider the role each scenario should play in the development of a nationwide governance structure, and which scenario or scenarios should receive the highest priority for further study. (RAA)

ED 200 211

IR 009 245

Reference Service Manual, 1980.

Massachusetts Univ., Amherst. Univ. Libraries.

Pub Date—80

Note—51p.

Pub Type—Guides - General (050) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Libraries, Guidelines, *Information Seeking, *Library Instruction, *Library Services, *Policy, *Reference Services

Designed as a policy statement for staff and an orientation document for the new staff member, this manual presents reference service guidelines for user assisted access to the library collections and library instruction. The manual sets forth the purpose, goals, and ethics of reference service; defines categories of users; establishes priorities of service; describes reference desk service operations; outlines interlibrary loan and document collection policies to be followed by reference personnel; explains the nature and extent of bibliographic services; provides administrative correspondence rules; and develops and defines the bibliographic instruction program. Each of these areas includes a general statement of policy, identification of individual staff responsibilities, and detailed operating procedures. (RAA)

ED 200 212

IR 009 246

Reed, Mary Jo

Salaries and Related Information for Kansas

School Library Media Directors in 1978-1979.

Pub Date—Jul 80

Note—63p.; Legibility varies.

Pub Type—Reports - Research (143) -

Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Qualifications, Elementary Secondary Education, Enrollment, *Learning Resources Centers, *Library Administration, *Media Specialists, Questionnaires, *Salaries, School Districts, School Libraries, State Surveys, Tables (Data)

Identifiers—*Kansas, *Library Statistics

This report describes a study undertaken to identify the salaries and related characteristics of school library administrative personnel in Kansas during

1978-1979. Information was gathered through a survey questionnaire sent to 24 persons who were designated as full-time school library media directors (SLMDs). Seventeen SLMDs responded, supplying data on their annual salaries, monthly salaries, years employed as SLMDs, educational attainment, school district enrollment, certification, and other details. The report reviews related literature on the compensation of administrative and supervisory personnel, describes the survey methodology, and presents findings, interpretations, conclusions, and recommendations. A bibliography lists relevant ERIC documents, books, dissertations, and theses. Data are displayed in tabular form, and a copy of the survey questionnaire is provided. (FM)

ED 200 213 IR 009 247

Povsic, Frances F.
Teaching Media Skills: Selected Sources. Bibliographic Series No. 87.
Bowling Green State Univ., Ohio. Libraries.
Pub Date—Feb 80
Note—32p.; Use of colored paper for some pages in original document may limit legibility.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Citizenship. *Elementary Secondary Education. Information Sources. *Instructional Materials. *Library Instruction. *Library Skills. Media Selection

This bibliography of materials that facilitate the teaching of library skills on the elementary and secondary levels is organized under 12 clusters of essential skills: orientation, citizenship, listening and interpreting skills, selection of media, parts of a book, publication terminology, nonbook terminology, introduction and location of materials, card catalog and classification, methods of research, reference tools, and equipment operation. (Author)

ED 200 214 IR 009 248

Arlio, Stephanie
Utilizing Information Systems in Career Preparation Programs.
Pub Date—23 Nov 80
Note—37p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd. San Diego, CA, November 23, 1980).
Pub Type—Reference Materials - Bibliographies (131) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Guidance. *Career Planning. Databases. *Gerontology. Information Centers. Information Sources. *Information Systems. Job Placement

Identifiers—*Gerontological Information Program
This paper describes the contributions of the Gerontological Information Program (GRIP) to the area of career preparation, particularly its role in (1) assisting college faculty in providing courses in gerontology, (2) training students in the utilization of gerontological information, (3) career placement, and (4) manpower assessment. A bibliography lists five references. Appendices include Career Planning in Gerontology (a list of selected readings developed by GRIP), personnel data worksheets, position description forms, and an annotated list of 15 major databases on aging. (FM)

ED 200 215 IR 009 249

Spannans, Timothy W.
Speculations on Computer Assisted Design of Instruction.
Pub Date—Oct 80
Note—8p.; Paper presented at the National Conference on Computer Based Education (Minneapolis, MN, October 23-25, 1980).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction. *Computer Oriented Programs. *Instructional Design. *Instructional Materials. Productivity

A system of computer assisted design for instructional materials (CADi) would increase the productivity of instructional designers of software, and keep costs from escalating as rapidly as they are at present. At Wayne State University, some steps toward CADi have been taken, with the result that personnel time has been reduced for some activities, and the product improved in others. A PLATO lesson that was designed involved the use of a questionnaire employing a 2-level sort-one by the courses the respondent had taken, and one by the

design and development functions performed by the respondent. This simplified data gathering and improved the quality of the data collected. CADi also uses online documentation and interaction where appropriate. While the system can be used for preparing text materials, the greatest potential is probably for lesson development. The Instructional Quality Inventory developed by David Merrill provides a set of guidelines that may be useful in designing such lessons. The evaluation of CADi materials, while not completely precise, can be accomplished by reviewing their accuracy and conformity to accepted practice, but only the test of a prototype will tell if the instructional package works. (BK)

ED 200 216 IR 009 250

Buckland, Lawrence F.
Data Input for Libraries: State-of-the-Art Report.
Inforonics, Littleton, Mass.
Pub Date—1 Aug 80
Note—9p.
Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cataloging. *Cost Effectiveness. *Input Output Devices. Library Catalogs. Library Technical Processes. *Minicomputers. *Online Systems. Optical Scanners
Identifiers—Word Processing

This brief overview of new manuscript preparation methods which allow authors and editors to set their own type discusses the advantages and disadvantages of optical character recognition (OCR), microcomputers and personal computers, minicomputers, and word processors for editing and database entry. Potential library applications are also indicated, including such special problems as converting back files, and available commercial services are mentioned. (RAA)

ED 200 217 IR 009 251

Federal Involvement in Libraries. The Federal Role in the Federal System: The Dynamics of Growth. Commission Report A-84.
Advisory Commission on Intergovernmental Relations, Washington, D.C.
Pub Date—Jun 80
Note—46p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1980 620-416/1).

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies. *Federal Aid. Federal Programs. *Federal State Relationship. *Government Role. *Libraries. Library Facilities. *Library Services. *Resource Allocation. State Federal Aid. Tables (Data)

One of seven studies prepared by the Advisory Commission on Intergovernmental Relations (ACIR) in its examination of the federal fiscal system, this study examines the allocation and coordination of federal resources among the various levels of government for the development of libraries and library services. Topics addressed include the federal, state, and local roles within their current and historical contexts; the limited role of federal involvement prior to 1956 and the passage of the Library Services Act in that year; the heyday of federal aid in the 1960s; conflicts between the President and Congress concerning library aid; the organizational issue of the struggle for a federal presence; an analysis of the political dynamics of federal involvement; and a brief discussion of the future of the federal role in libraries. Figures list major federal library legislation and the changing purposes in the public library system, and seven tables provide budgetary, appropriations, and expenditures information. (RAA)

ED 200 218 IR 009 252

Danford, Robert E., Ed.
Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980).
Washington and Lee Univ., Lexington, Va.
Pub Date—Feb 80
Note—48p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Libraries. Higher Education. *Information Seeking. *Liberal Arts. Library Collections. *Library Role. Library Services. *Private Colleges. *Research. *Scholarship

Convened by representatives of 15 private liberal arts colleges, this conference addressed the role and

place of the library in the liberal arts college, the needs of academic users, and alternatives to current practices. This collection of presentations and reports includes "Introductory Remarks," by Robert E. R. Huntley; "Collection Development in Private Colleges," by William E. Hannaford, Jr.; a panel discussion on "Research and the College Collection: Perspectives," moderated by Thomas Nye; discussions on the role of research in the college, the role of campus research in shaping the college library collection, and means other than the traditional collection a library may use to support campus research; and a summary of the conference by William J. Watt. A list of participants is included. (RAA)

ED 200 219 IR 009 253

Vondran, Raymond F.
National Union Catalog Experience: Implications for Network Planning. Network Planning Paper No. 6.
Library of Congress, Washington, D.C. Network Development Office.

Spons Agency—National Commission on Libraries and Information Science, Washington, D.C.
Report No.—ISBN-0-8444-0325-3
Pub Date—80
Note—64p.

Available from—Customer Services Section, Cataloging Distribution Service, Library of Congress, Navy Yard Annex, Bldg. 159, Washington, DC 20541.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cataloging. Flow Charts. Library Networks. *Operations Research. *Publications. Records (Forms). Subject Index Terms. Tables (Data). *Union Catalogs
Identifiers—Library of Congress. *National Union Catalog

This study conducted to provide background data for the systematic development of the library bibliographic component of a national network analyzes the procedures used in producing the National Union Catalog (NUC), the nationwide union catalog in card form maintained at the Library of Congress (LC), and examines the variations found in records as they are integrated into the file. The report discusses NUC operations and workflow, characteristics of reporting libraries, differences in headings between outside reports to the NUC and LC records, and differences in bibliographic description between outside reports to the NUC and LC records. Conclusions for a nationwide database derived from the analysis of processes in the catalog publication division are presented along with recommendations for future investigation. Tables and figures are provided. (FM)

ED 200 220 IR 009 254

King, Kathryn L.
BRS Mini-Manual: A Brief Guide to User Commands.

Pub Date—80
Note—10p.; Adapted from the BRS System Reference Manual.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Guides. *Information Retrieval. Information Systems. *Online Systems. *Search Strategies

Identifiers—*Bibliographic Retrieval Services
This abridged adaptation from the BRS System Reference Manual identifies and briefly explains the meanings and functions of the logical operators used to retrieve information from the BRS system. (FM)

ED 200 221 IR 009 255

King, Richard G., Jr.
Conservation and Preservation Programs for the University of California Libraries: Problems, Programs, and Costs. RR-80-2.

California Univ., Berkeley. Systemwide Administration. Library Studies and Research Div.
Pub Date—7 Jan 79

Note—26p.; For related documents, see IR 009 256-257.

Available from—University of California Systemwide Administration, Room 7, 2200 University Ave., Berkeley, CA 94720 (S1.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries. Books. Climate Control. Costs. *Library Collections. Library Research. *Preservation. *Programs. Research Libraries

Identifiers—*California

Designed to provide background for the planning

of collection preservation programs in the libraries of the University of California, this paper presents an overview of the preservation problem, makes specific recommendations for further programs within the University of California library system, and assesses the needs of the system with regard to: (1) environmental control within buildings housing collections, (2) training of conservation administrators and preservation specialists, (3) restoration of deteriorating collections, and (4) research into the causes and cures of paper deterioration. Estimated costs of a program addressing these four areas are given. A bibliography lists 37 references. (FM)

ED 200 222 IR 009 256

King, Richard G., Jr.
Environmental Control for Regional Library Facilities. RR-80-3.

California Univ., Berkeley. Systemwide Administration. Library Studies and Research Div.
Pub Date—25 Mar 80

Note—14p.; For related documents, see IR 009 255-257.

Available from—University of California Systemwide Administration, Room 7, 2200 University Ave., Berkeley, CA 94720 (\$1.25).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Air Pollution, Climate Control, Costs, *Environmental Standards, Humidity, Library Collections, *Library Facilities, *Library Materials, *Preservation, Regional Libraries, Temperature

This report presents an overview of the damage to library materials caused by uncontrollable environmental variables. The control of atmospheric pollutants, temperature, and humidity are discussed with regard to damage, standards, and the costs of deterioration due to these factors. Twelve references are listed. (FM)

ED 200 223 IR 009 257

King, Richard G., Jr.
A Guide to the Literature on Deterioration, Conservation, and Preservation of Library Material. RR-81-1.

California Univ., Berkeley. Systemwide Administration. Library Studies and Research Div.
Pub Date—Nov 80

Note—18p.; For related documents, see IR 009 255-256.

Available from—University of California Systemwide Administration, Room 7, 2200 University Ave., Berkeley, CA 94720 (\$1.70).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Archives, Books, Information Sources, Library Collections, *Library Materials, Periodicals, *Preservation, Prevention, Repair

This annotated, sometimes critical, bibliography is directed to those wishing to acquire a background in the conservation and preservation of library and archive materials. The bibliography lists general works, technical works, disaster planning literature, other preservation bibliographies, automated preservation information sources, periodicals containing articles on preservation, and miscellaneous sources of information. An evaluation of the bibliographic situation in the field of preservation is included. (FM)

ED 200 224 IR 009 258

Pearson, Karl M., Jr.
CULP (California Union List of Periodicals) 1980 User Survey Results. PN-77.

California Library Authority for Systems and Services. San Jose
Pub Date—Jan 81

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Library Collections, Library Surveys, *Periodicals, Questionnaires, Serials, State Programs, *Union Catalogs, Use Studies

Identifiers—*California

This survey of California libraries was conducted to gather information on the use of the California Union List of Periodicals (CULP), a microfiche finding list for serials held in all kinds of libraries statewide, except for those held by major academic institutions. Returned by 391 of 696 libraries in October 1980, the survey questionnaire was designed to identify the market for CULP, the ways in which CULP is used, the degree to which it is used, user priorities for improving CULP, and the other union

serials lists libraries are using. The report summarizes the findings for each question. (FM)

ED 200 225 IR 009 259

Costa, Joseph J., Comp.
A Directory of Library Instruction Programs in Pennsylvania Academic Libraries.

Pennsylvania Library Association, Pittsburgh.
Pub Date—Apr 80

Note—42p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, Higher Education, *Instructional Materials, *Library Instruction, Library Surveys, Program Descriptions

Identifiers—*Pennsylvania

This directory of library instruction programs in 102 libraries adds information on in-house developed library instruction materials to the basic information on programs, program content, and instructional personnel listed in the previous edition. Survey information gathered for the directory provides statistical data on the form of library instruction, the use of print and nonprint materials, subject areas specifically addressed at each institution, and responses to questions regarding the administration and organization of library instruction. The responses are summarized in an alphabetical listing of institutions. Following the alphabetical listing is an index by questionnaire topics. (RAA)

ED 200 226 IR 009 260

Van Matre, Nick, And Others
Computer Managed Instruction in the Navy: II. A Comparison of Two Student/Instructor Ratios in CMI Learning Centers. Technical Report.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-81-6

Pub Date—Feb 81

Note—37p.; For related document, see ED 196 411.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Managed Instruction,

*Individualized Instruction, Learning Laboratories,

*Outcomes of Education, Student Behavior,

*Student Teacher Ratio, *Teacher Effectiveness

Students at the Basic Electricity and Electronics

School in San Diego were randomly assigned to

learning centers with either an 18:1 or 30:1 student/

instructor (S/I) ratio to determine the effects on

student achievement and instructor performance in

an individualized computer-managed course. Data

were collected for four months on: (1) student attri-

tion, (2) training contact hours, (3) first-try scores

on module tests and phase tests, (4) number of

remediations per instructional module, and (5) the

number of unsatisfactory scores on practical tests.

Observational data were also collected on the fre-

quency and duration of categories of instructor

behaviors during the 6-hour computer-managed in-

structional shift. The larger S/I ratio (30:1) had

some detrimental effects on student training time

for some career patterns, and on some instructor

behaviors. Instructors in the larger ratio condition

spent more time in testing and student administra-

tion activities, and less time answering student ques-

tions on technical matters. The S/I ratio had no

significant effect on the student achievement mea-

sures. Four references are listed, and appendices in-

clude data on student qualifying scores and mean

module completion times for individual modules.

(Author/BK)

ED 200 227 IR 009 261

Propp, George, And Others
VideoDisc: An Instructional Tool for the Hearing Impaired.

Nebraska Univ., Lincoln.

Spons Agency—Bureau of Education for the Hand-

icapped (DHEW/OE), Washington, D.C. Media

Services and Captioned Films Branch.

Pub Date—80

Contract—300-77-0430

Note—43p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Deafness, *Educational Equipment,

Evaluation, Hearing Impairments, *Instructional

Design, Instructional Development, *Instructional

Improvement, Intermode Differences,

*Production Techniques, Technological Advancement, *VideoDisc Recordings

The strong potential of videodisc technology for

improving the education of the hearing impaired is

described in this report on the Media Development Project for the Hearing Impaired (MDPHI) at the University of Nebraska. The topics covered include: (1) the history of the use of technology in deaf education; (2) the history of videodiscs and their capabilities; (3) a comparison of the optical and capacitance systems of videodiscs; (4) an overview of the systems currently being produced; (5) a description of the instructional design, development, and evaluation efforts carried out by MDPHI on videodisc technology for deaf education; and (6) the production techniques used to edit and caption videodiscs. Extensive bibliographies are included after each chapter. (BK)

ED 200 228 IR 009 262

Evaluating Media Programs: District and School. Association for Educational Communications and Technology, Washington, D.C.

Report No.—ISBN-0-89240-039-0

Pub Date—80

Note—77p.

Available from—Publications Department, Association for Educational Communications and Technology, 1126 16th St., NW, Washington, DC 20036 (AECT members, \$6.95; nonmembers, \$8.95).

Pub Type—Guides - Non-Classroom (055) —

Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Media, Elementary Secondary Education, *Formative Evaluation, Instructional Materials, *Learning Resources Centers, Media Specialists, *Program Evaluation, Workbooks

Designed to provide a framework for systematically collecting data and information about media programs at the building and district levels, this workbook is intended for use as part of a formative evaluation process to accomplish the following goals: (1) assisting the local school district in organizing descriptive data for the purpose of improving its media program, (2) providing descriptive data for use by outside agencies invited to participate in the local planning and evaluation process, and (3) providing an assessment tool for purposes of accreditation. It is suggested that the workbook be used in conjunction with "Media Programs: District and School" (AECT and ALA, 1975) as well as current guidelines or standards and local program goals and objectives. (MER)

ED 200 229 IR 009 265

Pekich, John
Instructional Television: Potentials or Problems. Information Futures. Pullman, Wash.

Report No.—ISBN-0-931450-15-2

Pub Date—79

Note—44p.

Available from—Information Futures, 2217 College

Station, Pullman, WA 99163 (\$9.50).

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communication Problems, *Educa-

tional Quality, *Educational Television, *Evalu-

ation Criteria, *Program Effectiveness, *Teacher

Effectiveness

The potential of instructional television (ITV) for

creating excitement for learning has been demon-

strated by such productions as Mr. Rogers' Neigh-

borhood, The Electric Company, and The Adams

Chronicles. However, not all producers have been

this successful in merging the capabilities of televi-

sion with the needs of learners, and a review of the

strengths and weaknesses of ITV is in order for both

producers and those considering using it. Strengths

include the capability of hiring the best available

teacher, using a professional production staff to plan

quality productions, encouraging good quality

teaching, extending appeal to a wide audience,

bringing immediacy to learning, preview opportuni-

ties, improving classroom teacher and student skills,

availability of nontraditional resources, attention

control, permanence of lessons, and outreach to par-

ents and homebound students. There are, however,

several weaknesses, e.g., scheduling difficulties, lack

of direct feedback and group discussions, nonin-

dividualized instruction, and high cost of program-

ming. Ideal television teachers communicate with

students, think visually, know the subject, display

showmanship, and are flexible. To determine the

quality of programming, the producer should be

asked specific questions concerning program objec-

tives and content, intended audience, educational

quality, and cost.

(Author)

qualifications of staff, and proof of the program's effectiveness. An extensive bibliography is provided. (BK)

ED 200 230 IR 009 266

Ellington, H. I. And Others

A Review of the IEEE's Involvement in Academic Gaming.

Institution of Electrical Engineers, London (England).

Pub Date—Sep 79

Note—22p.

Pub Type—Guides - Classroom - Learner (051) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Educational Games, Electrical Occupations, *Engineering Education, Enrichment, Foreign Countries, Industrial Training, Postsecondary Education, Secondary Education, *Simulation

Identifiers—*Institution of Electrical Engineers, United Kingdom

In partnership with the Institute of Technology in Aberdeen, the Institution of Electrical Engineers (IEE) has pioneered the development of a range of highly sophisticated simulation games and case studies based on realistic engineering scenarios for use in secondary and higher education and industrial training. The initial involvement of IEE in academic gaming through the "Power Station Game" Project is described, as well as the subsequent development of that project, the Broadcasting Game Project, in which IEE became involved in the actual development of games; and the recent expansion of publication activities with Peter Peregrinus Ltd. (PPL). A discussion of possible future developments concludes the main body of the report. More detailed information is provided in three appendices: the first describes six games published by IEE and PPL; the second lists 41 papers published on the games; and the third indicates conferences and seminars at which the games have been publicized. (CHC)

ED 200 231 IR 009 271

Monroe, Margaret E.

Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper.

Pub Date—Feb 81

Note—19p.; Paper presented at the Association of American Library Schools (Washington, DC, January 29-February 1, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum, *Experiential Learning, Graduate Study, *Internship Programs, *Library Education, Library Schools, Library Science, *Masters Programs, *Practicums

This paper presents some definitions and makes distinctions among the forms of field experience drawn from the literature, and surveys the goals of librarianship and library education in using field experience as an element in the library school curriculum at the master's level. Further, it explores learning theory for insights on the contributions field experience can make to professional education, identifies typical weaknesses and administrative problems in its implementation, and examines alternatives to a full-fledged field experience program. A bibliography listing more than 60 sources is provided. (Author/FM)

ED 200 232 IR 009 272

Tietjen, Mildred C.

Medicine for the Soul.

Pub Date—80

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bibliotherapy, *Courses, Graduate Study, *Library Education, Library Schools, Surveys

Sixty-nine American Library Association (ALA) accredited graduate library school programs were surveyed to determine available library education opportunities in bibliotherapy. The survey revealed that only one school, Catholic University of America, offered a formal bibliotherapy course. Eight institutions indicated that bibliotherapy was handled as a unit within a broader course, six noted that students may elect to pursue bibliotherapy through independent study or special projects, and three reported offering short courses or workshops involving bibliotherapy. Five references are listed. (FM)

ED 200 233

Yankus, Anthony G.

A Planning Process for Automated Shared Circulation Systems.

Ohio State Library, Columbus.

Pub Date—May 80

Note—8p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Oriented Programs, Guidelines, Librarians, *Library Automation, *Library Circulation, Library Cooperation, Library Networks, *Library Planning, Shared Services, Systems Development

An outline for librarians who want to cooperatively plan to implement a shared circulation system, this guide employs a method of planning based on policy analysis. The stages of problem formulation, identification of objectives, perceptual activity, system design, information gathering, and evaluation are outlined. Although this guide contains some examples of the types of information decision makers should consider, it does not provide detailed information about every aspect of the planning process. (FM)

ED 200 234 IR 009 274

Special Purpose Dissemination Grant. Final Report.

Arkansas State Dept. of Education, Little Rock.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 80

Grant—NIE-G-78-0010

Note—14p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Resources, Federal Aid, *Information Dissemination, Information Needs, Information Services, Needs Assessment, *School Districts, School Surveys, State Departments of Education, *State Programs

Identifiers—*Arkansas, *State Dissemination Grants Program

This report describes the activities and accomplishments resulting from a federal dissemination grant awarded to the Arkansas State Department of Education. The state dissemination project was conducted to make school personnel aware of dissemination activities and to assess the needs of school district personnel and state agency personnel in the area of educational information. The needs assessment study is detailed, and tables display data gathered in a sampling of school districts. Results of the study are summarized. (FM)

ED 200 235 IR 009 275

Kennedy, Gail

Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts.

Kentucky Univ., Lexington. Univ. Libraries.

Pub Date—Aug 80

Note—13p.

Journal Cit.—University of Kentucky Libraries Occasional Papers; v1 n1 Aug 1980

Pub Type—Information Analyses (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cataloging, *Librarians, *Library Automation, *Library Expenditures, Library Networks, *Library Technical Processes, Microforms, Minicomputers, *Prediction, *Technological Advancement

This review of recent and anticipated advances in library automation technology and methodology includes a review of the effects of OCLC, MARC formatting, AACR2, and increasing costs, as well as predictions of the impact on library technical processing of networking, expansion of automation, minicomputers, specialized reference services, and inflationary trends. Forecasts include an increase in technical qualifications for and a decrease in the number of technical processing librarians. Three references are listed. (RAA)

ED 200 236 IR 009 276

Jean, Lorraine A.

Introducing the College-Bound Student to the Academic Library: A Case Study.

Northern Illinois Univ., DeKalb. Libraries.

Pub Date—Feb 81

Note—31p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

IR 009 273

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, Case Studies,

*College Bound Students, *Information Seeking, *Library Instruction, *Library Skills, Summative Evaluation

Identifiers—*University of Vermont

The academic library orientation workshops described are conducted by the University of Vermont to acquaint college bound high school seniors with the resources available in an academic library. Sessions consist of a location exercise in which students use the card catalog to locate specific materials, a guided tour of the library, and a written exercise using periodical indexes, the computer listing of periodicals, and the card catalog. Participating students and their teachers complete written evaluations which the library reference staff then uses to monitor the program's effectiveness. This study examines the evaluations from six sessions and offers suggestions for improvement. A sample reference exercise, sample titles for the location exercise and a reference exercise worksheet, and evaluation forms are appended. (Author/RAA)

ED 200 237 IR 009 277

McQuitty, Jeanette N.

Muskogee Community Analysis: A Study of the Community of Muskogee, Oklahoma, and the Muskogee Public Library with Recommendations for the Library.

Muskogee Public Library, Okla.

Pub Date—Aug 80

Note—127p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Community Characteristics, Community Study, *Library Expenditures, *Library Materials, *Library Planning, *Library Services, Public Relations, *Resource Allocation, Tables (Data)

Identifiers—Community Analysis Research Institute

To assist the public library in choosing between alternatives in the allocation of resources to satisfy library needs, this community analysis presents 44 recommendations for the improvement of library facilities, staffing, services, materials, funding, and public relations. The report provides a comprehensive view of Muskogee, its population, user needs, and the library, through an analysis of census studies, other community studies, library statistics, and samplings of the library collection. Chapters focus on the characteristics of the community, a neighborhood survey, library organization and resources, library services, and conclusions and recommendations; 25 tables, charts, and maps are included. (RAA)

ED 200 238 IR 009 278

Bell, Louis And Others

Collection Development Policy for the University Library.

California State Coll., Dominguez Hills.

Pub Date—Mar 80

Note—294p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—College Faculty, *College Libraries, Guidelines, Higher Education, *Information Needs, Intellectual Disciplines, Librarians, *Library Acquisition, *Library Collections, *Library Material Selection, *Policy

This policy statement for a university library covers goals and objectives of collection development, the sharing of resources, and the responsibilities of both teaching faculty and librarians in the collection development process, as well as general library policies and guidelines and selection policies in the various subject areas and university units. General policies deal with approval plans, duplicate copies, gifts and exchange, intellectual freedom, microforms, out-of-print and rare books, replacements, serials, and weeding. A general discussion of selection policies, which includes collecting levels, materials collected, and materials excluded, precedes descriptions of policies in specific subject areas; i.e., education, educational resources, humanities and fine arts, management, natural sciences and mathematics, and social and behavioral sciences. Each of these areas is divided into a number of subheadings. Also included are selection policies for Small College and University College, and a subject index. (RAA)

ED 200 239 IR 009 279

Coley, Betty A.

Planning and Development of a Conservation Facility.

Pub Date—10 Dec 80

Note—31p.: Photographs removed prior to filming. Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Library Facilities. *Library Materials. *Library Planning. *Methods. Paper (Material). Policy. *Preservation. Prevention. Repair

Identifiers—*Library Materials Conservation

This paper reviews the current literature on the preservation of library materials and develops an overview of the state-of-the-art for conservation programs. The 13 references provided are concerned with the preservation of book materials, the design of processes and facilities to prevent or retard deterioration, development of disaster planning, salvaging of damaged materials, and preparation of conservation policy statements. A pamphlet and two leaflets from the Library of Congress are attached. (RAA)

ED 200 240 IR 009 281

Hyland, Anne M.

The Ohio School Library/Media Test and Manual.

Pub Date—78

Note—25p.

Available from—Dr. Anne M. Hyland, 236 E. Clearview, Worthington, OH 43085 (\$3.00 per copy; 30 test booklets for \$25.00).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education. *Learning Resources Centers. *Library Instruction. *Library Skills. *Measurement. School Libraries. Test Format. Test Interpretation. *Tests

An instrument which can be used to measure the school library/media ability of students in grades 4-12 was developed in Ohio, using 2,670 students from rural, suburban, and urban settings. The test covers five broad areas: (1) how things are organized, (2) the skills needed to select appropriate resources, (3) the skills needed to use each resource, (4) the skills needed to comprehend the information given, and (5) the skills needed to present the information in a meaningful way to others. Content validity of the test was established by a table of specifications from about 60 national and state elementary, secondary, and college curriculum guides in library/media skills, and through assessment by a panel of 68 Ohio library professionals. Test items were then analyzed and rewritten according to statistical information obtained in the pilot test and according to comments from the panel of experts. Reliability was assessed both by group differences and by item analysis. The test can be used for diagnosing areas where students need library instruction, as a pre-post test to determine effectiveness of library instruction, and to correlate studies between library/media skills and academic achievement. (BK)

ED 200 241 IR 009 282

Haack, John T. Comp.

Media Ideas Handbook.

Mississippi Bend Area Educational Agency, Davenport, Iowa.

Pub Date—Jan 81

Note—91p.

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Audiovisual Aids. Elementary Secondary Education. *Instructional Materials. *Learning Resources Centers. *Library Instruction. Library Materials. *Library Services. Media Specialists. Reference Materials

Library and media personnel from the Mississippi Bend Area Education Agency contributed to this handbook, which provides teaching, administrative, organizational, and management materials applicable to a K-12 school environment. These materials are divided into such categories as literature, story-time, promotions, equipment operation and usage, reference, Dewey Decimal and card catalog, potpourri of activities, potpourri of procedures, and general bibliography. (MER)

ED 200 242 IR 009 283

Martin, Barbara Smith, Earl P.

Materials Processing: Centralized Versus the Individual School, A Continuing Controversy.

Auburn Univ., Ala. School of Education.

Pub Date—79

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Centralization. Comparative Analysis. *Cost Effectiveness. Feasibility Studies. *Learning Resources Centers. *Library Materials. *Library Technical Processes. *School Libraries. Secondary Education. Surveys. Tables (Data)

A two-part survey was conducted in a large school district to determine the kind and extent of centralized versus individual school materials processing. Processing included both the cataloging and the physical preparation of materials, which would be done either at the centralized school district facility or by the staff in the individual secondary school library. Issues to be investigated centered on short-range and long-range implications. Short-range implications focused on: (1) processing costs, (2) catalog card sources, (3) administrative personnel attitudes, (4) time lapse in receiving materials in the schools, and (5) the effects of centralized processing for the school librarians. Long-range implications looked at the cost effectiveness of central processing, the acceptability of a general classification scheme to individual libraries, and the effects of centralized processing on library service efficiency. A questionnaire based on these implications was developed and sent to 17 secondary school librarians, and an interview was conducted with the School Library Department Consultant. Results indicated that processing costs for individual schools in terms of professional/clerical time was much greater than for centralized processing, and that there was little or no delay in getting materials shelf-ready from the district service center. References are included. (Author/BK)

ED 200 243 IR 009 286

Dugdale, Sharon

Using the Computer to Foster Creative Interaction among Students.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation. Washington, D.C.

Pub Date—Oct 79

Contract—NSF-C-723

Note—19p.

Available from—Computer-Based Education Research Laboratory, University of Illinois, Urbana. IL 61801 (\$2.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction. Educational Games. Elementary Education. Elementary School Students. *Humanization. *Mathematics Instruction. Networks. *Student Motivation

Identifiers—*PLATO

The network characteristics of the PLATO computer-based education system permit students to communicate not only with the computer, but with each other. This capability can be exploited in educationally significant ways. In addition to the social interaction which occurs when students help each other at the terminal and when they work together at a terminal in 2-student lessons, students can interact in real time from widely separated terminals, and they can see and learn from products generated by other students who were working not only at other places but at other times. This results in a variety of experience, a richness of expression, and a degree of motivation that is difficult or impossible to attain when students work at individual terminals in effective isolation from their peers. (Author/RAA)

ED 200 244 IR 009 287

Stifle, J. E.

The PLATO V Terminal.

Illinois Univ., Urbana. Computer-Based Education Lab.

Pub Date—Apr 78

Note—66p.

Available from—Computer-Based Education Research Laboratory, University of Illinois, Urbana. IL 61801 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computers. Flow Charts. *Input Output Devices. *Programming

Identifiers—*PLATO

This report provides a detailed description of the architecture and programming of the PLATO V terminal, which contains an 8080 microprocessor and is capable of being operated by programs located in a host computer. The terminal contains 8k of memory for storing local programs, a 4k ROM resident program which supervises terminal operation, a 2k ROM character set and 2k of spare ROM memory. (Author)

ED 200 245 IR 009 288

Nystrom, Lois J.

1980 Multi-Media Evaluation Report.

Capitol Region Education Council, West Hartford, Conn.

Pub Date—80

Note—252p.: Some data varies in legibility.

Available from—METRO/Capitol Region Education Council, 212 King Philip Dr., West Hartford, CT 06117 (\$25.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Audiovisual Aids. Educational Equipment. *Educational Media. *Instructional Films. Media Research. Media Selection. *Summative Evaluation. Visual Aids

Over a 12-month period, urban, suburban, and rural (non-form) educational programs in Connecticut were evaluated to determine the quality of instructional materials in those programs. Evaluation data were collected from statistical summaries, predictive instruments, teacher reactions, student reactions, in-depth studies, evaluation seminars, and observations. Materials covered in the report are divided into two categories: 16mm films (363 titles) and building level materials (145 items), including filmstrips, kits, records, cassettes, study prints, slides, models, and overhead transparencies from 42 commercial distributors. Evaluative data for all types of media are presented in the form of composite sheets which draw together, average, and/or enumerate information collected from users of the materials. Representative teacher comments and samplings of student comments are included. In addition, recommendations for the use of the report, guidelines and procedures for preparation of data sheets, and indicators to quality of products are given. (Author/MER)

ED 200 246 IR 009 302

Annotated Listing of South Carolina Department of Education Publications.

South Carolina State Dept. of Education, Columbia.

Pub Date—80

Note—180p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Annotated Bibliographies. Cataloging. Educational Research. Educational Resources. Information Dissemination. *Publications. Resource Materials. *State Departments of Education

Identifiers—*South Carolina

Developed to provide a cataloging system for department publications and to improve their accessibility for educators, this annotated bibliography includes a listing of availability sources for the major publications issued by the department. Updated annually, the list is grouped into sections by appropriate descriptor terms which appear in the table of contents, and includes subject and institution indexes. The major descriptors used are abilities, administration, arts, attitudes, audiovisual materials and methods, counseling, demography, environment, facilities, finance, government, handicapped, health and safety, instruction, library science, personnel and groups, physical education and recreation, programs, reading, research, social sciences, and tests. (RAA)

ED 200 247 IR 009 303

Brady, Richard Kincaid, J. Peter

Computer Aided Authoring and Editing, Technical Note 1-81.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Pub Date—11 Feb 81

Note—12p.: Paper presented at the Meeting of the Society for Applied Learning Technology, (Orlando, FL, February 11, 1981). For related documents, see ED 171 327 and ED 190 064.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Editing, *Minicomputers, Publishing Industry, *Readability, *Systems Development, *Writing (Composition)

Identifiers—*Computer Assisted Publishing

Using computers to author and edit text is now feasible and economical, and this paper describes two elements of a computer-based publishing system which aids authors by automatically generating certain types of training material, and in writing easily understood text. The routines are operating on the Training and Evaluation group's minicomputer and are being developed for use in the Navy's computer-based publishing system. (Author)

ED 200 248

IR 009 304

Case, Barbara. *And Others*

CSUC Standard for the CLSI Expanded Title Record.

California State Univ. and Colleges, Los Angeles. Library Systems Project.
Pub Date—19 Feb 81

Note—14p.

Pub Type—Guides - General (050) — Legal/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Higher Education, *Input Output Devices, *Library Automation, *Library Catalogs, *Online Systems, *Specifications, Standards

Identifiers—*Public Access

The system specifications described have been adopted by the 19 California State University and Colleges Libraries for use with the CL Systems "Expanded Title Record" format. It is anticipated that these specifications will be tested at California State University, Chico, beginning midyear 1981. Should this pilot demonstration prove successful, it is further expected that implementation of the CLSI public access system at all 19 CSUC campus libraries will follow. The specifications, which assume machine-readable bibliographic input through OCLC archival tapes and/or any other machine-readable bibliographic data captured in OCLC or LC-MARC compatible format are designed to accept and process all OCLC formats and their revisions, including those necessary for compatibility with the second edition of the Anglo-American Cataloging Rules. (Author/RAA)

ED 200 249

IR 009 305

Evans, Al

Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.

South Carolina State Dept. of Education, Columbia. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Contract—NIE-75-0023

Note—202p; Legibility varies.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Diffusion, *Educational Resources, *Information Dissemination, *Information Networks, *Linking Agents, Models, Research Utilization, *State Departments of Education

Identifiers—*South Carolina, *State Capacity Building Program

This final report of a 5-year dissemination capacity building program traces its development from the conceptual stage through the current stage of institutionalization of dissemination within the state department of education, reviewing major program components as well as the organization and administration of the program. A major aspect addressed is the revitalization and expansion of the linkage concept during the capacity building period. A discussion of this expanded concept highlights the role of state-employed linking agents and of part-time linkers within four "education audiences": school districts, colleges and universities, the state department of education, and education related agencies. The evolution of the statewide coordinated communications network reflects the roles of both official and unofficial linking agents. The conclusion addresses the impact of the program on a broad range of user audiences and on the improvement of educational practice in South Carolina, including results and benefits. Appendices include the organization of the Education Products Center, workshop evaluation checklists, statements of agreement, SHARE collection and distribution guidelines and forms, a guidebook for developing

publications and audiovisual materials, user statistics on technical assistance, and resource bulletins. Eight references are cited. (Author/RAA)

ED 200 250

IR 009 306

Dictionary Catalog of Official Publications of the State of New York. Monographs Cataloged by the New York State Library, 1980, No. 2, January 1, 1980 to July 11, 1980.

New York State Library, Albany.

Pub Date—80

Note—165p; For related document, see ED 195 237. Document may not reproduce well due to small type size.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Book Catalogs, *Books, *Cataloging, *Government Publications, Library Catalogs, State Agencies, *State Libraries

Identifiers—*New York

The first in a series of annual cumulations, this 1980 dictionary catalog provides a single alphabetical listing of monographs published by New York State and cataloged by the state library during the year. Produced from OCLC machine readable records, the catalog lists citations in traditional dictionary catalog order: i.e., authors, titles, series, subject, and secondary entries interfiled in one alphabet. Full bibliographic information appears only under the main entry, which also includes OCLC numbers and NYSL call numbers, time accession numbers, and copy location. (RAA)

ED 200 251

IR 009 307

Challman, Laura E.

The Government and Information: Costs, Choices and Challenges.

Pub Date—Jun 80

Note—21p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Federal Government, *Government Role, Information Dissemination, *Information Services, Policy, *Public Libraries, Research and Development Centers

Identifiers—National Technical Information Service

This paper examines the involvement of the federal government in information activities and services, and raises questions about the legitimacy and consistency of this involvement. Three major areas of government policy in the information sector are discussed: research and development, the National Technical Information Service (NTIS), and public libraries. State and local policies in these areas are also described. It is argued that the research and development subsidy is consistent with the government's mission to support the public good, but that government support for the NTIS and public libraries is inappropriate because those services do not qualify as public goods. Twenty-two references are listed. (FM)

ED 200 252

IR 009 309

Dalbey, Alice. *And Others*

Public Library Trustees and Commissioners Tool Kit: Orientation Guidelines.

California State Library, Sacramento.

Pub Date—81

Note—55p; Appendices removed prior to filming. Available from—California State Library, P. O. Box 2037, Sacramento, CA 95809 (free, while supply lasts).

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Responsibility, Governing Boards, Guidelines, Library Administration, *Orientation, Orientation Materials, *Public Libraries, *Trustees

Identifiers—*California

Compiled for newly installed library trustees and commissioners in the state of California, this publication provides guidelines designed to assist new board members in learning their jobs. Chapters discuss the nature of public library boards in California, board duties and responsibilities, board operations, special challenges for board members, and library contexts outside of the individual public library. (FM)

ED 200 253

IR 009 310

Roberts, Randall L. *And Others*

University of Cincinnati, Central Library, Computerized Bibliographic Retrieval Services: Evaluative Report, July 1979-August 1980.

Cincinnati Univ., Ohio. Univ. Libraries.

Pub Date—18 Dec 80

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, Databases, *Evaluation, Higher Education, *Information Retrieval, Library Services, *Online Systems, Reference Services, Tables (Data), User Satisfaction (Information)

Identifiers—Library Statistics, *Ohio

This 2-part report describes the present scope of the University of Cincinnati Central Library bibliographic database retrieval service. The first section discusses searcher training, records maintenance, search aids, expansion of database service, searcher time, user satisfaction, and promotion. The second presents statistical data related to database use, vendors, users, searcher experience, and cost recovery. Appendices contain sample search records and a list of databases arranged alphabetically by acronym. (FM)

ED 200 254

IR 009 311

Port, Idelle. *Matthews, Joseph*

Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California).

San Mateo County Peninsula Library System, Redwood City, Calif.

Spons Agency—Government Research Council for Congress of Elected Officials, Redwood City, Calif.

Pub Date—Nov 80

Note—162p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Cost Effectiveness, Feasibility Studies, *Library Automation, *Library Circulation, Library Networks, Library Technical Processes, *Online Systems, *Public Libraries

Identifiers—*California

This examination of the feasibility of implementing an automated circulation system within San Mateo County's Peninsula Library System (PLS) was undertaken to determine if the system should automate material circulation systemwide in order to reduce operating costs while improving circulation procedures and increasing patron access to system collections. The report describes PLS cooperative programs, current PLS circulation operations, PLS problems and objectives, circulation control alternatives, and a PLS action plan. Appendices and exhibits illustrate cost data, system configurations, budgetary information, and other considerations. (FM)

ED 200 255

IR 009 316

Public Library Trustees of Colorado: Responsibilities and Opportunities. A Manual for the Trustees of Colorado Public Libraries.

Colorado Library Association, Denver.

Spons Agency—Colorado State Library, Denver.

Pub Date—Aug 80

Note—53p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrative Policy, *Governance, Governing Boards, *Library Role, Networks, *Policy Formation, *Public Libraries, School Libraries, *Trustees

Identifiers—*Colorado

This basic reference on the responsibilities and opportunities of library trustees provides information on the public libraries of Colorado and how they are established, operated, and funded, as well as clues to needed information—i.e., some philosophy, many facts, opinions, recommended practices, and suggestions. Chapters focus on the types of libraries, the Colorado State Library, the legal base and governance of public libraries in the state, cooperation and networking, roles and responsibilities of trustees, policies and policy manuals, affirmative action, intellectual freedom, Friends of the Library, and volunteers. Appendices include sample bylaws for both public and combined school/public libraries and statements of policy on personnel, finances, and intellectual freedom. A glossary and an index are provided. (RAA)

ED 200 256 IR 009 317

Horton, Hazel T.

Defense Technical Information Center Referral Data Bank Directory.

Defense Documentation Center, Alexandria, Va.

Report No.—DTIC/TR-81/1

Pub Date—Feb 81

Note—448p.

Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Databases, *Federal Government,

*Information Centers, *Information Sources,

*National Defense, Research and Development

Centers, Special Libraries

Identifiers—Scientific and Technical Information

This eighth edition of the directory identifies and

describes specialized scientific and technical in-

formation sources which have the capacity and willing-

ness to serve the defense community in their fields

of expertise. These information sources are operated

or supported by the Department of Defense and

other federal agencies and include information anal-

ysis centers, other information centers, specialized

libraries, information exchanges and information of-

fices, data banks, depositories, laboratories, testing

directorates, and other research facilities. The ar-

rangement is numerical by referral number and is

indexed by subject and director/contact. Each entry

specifies names, addresses, and telephone numbers

of key personnel, information on the mission, sub-

ject areas, services and materials available, publica-

tions issued, and access limitations. (Author/FM)

ED 200 257 IR 009 318

Subject Headings Guide: Adapted from Sears List

of Subject Headings and the Canadian Compa-

nion to Sears, School Library Guide, SL-37-80.

Manitoba Dept. of Education, Winnipeg.

Pub Date—80

Note—35p.

Pub Type—Reference Materials - Vocabularies/-

Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cataloging, Elementary Secondary

Education, Foreign Countries, Guides, *Indexing,

*School Libraries, State Departments of Educa-

tion, *Subject Index Terms

Identifiers—*Canada

Compiled by the Manitoba Department of Educa-

tion, this subject heading guide provides a listing of

approximately 2,000 useful terms for cataloging and

indexing in Canadian school libraries. Some scope

notes, see, and see also references are provided, as

well as indications of subdivisions for some catego-

ries. (RAA)

JC

ED 200 258 JC 810 059

Halitsky, Nicholas L.

An Investigation of Staff Development Programs

Addressing the Problem of Staff Non-Product-

ivity in the Classroom.

Pub Date—Dec 80

Note—25p.; Graduate seminar paper, Pepperdine

University.

Pub Type—Reports - Descriptive (141) — Informa-

tion Analyses (070) — Dissertations/Theses -

Undetermined (040)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Community Colleges,

*Faculty Development, Literature Reviews, Pro-

ductivity, Program Effectiveness, *Teacher Effect-

iveness, Two Year Colleges

Identifiers—Columbia Junior College CA, De Anza

College CA, Mount San Jacinto College CA, Sad-

dleback College CA, Victor Valley College CA.

Based on a literature review and interviews with

administrators at five California community col-

leges, this report examines staff development efforts

undertaken to improve the productivity of class-

room instruction. Chapter I reviews the literature on

staff development, considering the following issues:

increasing demands for educational accountability;

characteristics of cost-effective education; the

changing emphasis in staff development from sab-

batical leaves and publication requirements to

teaching improvement; and the purposes of staff

development. Chapter II presents case studies of

institutional efforts undertaken to improve teacher

productivity based on interviews with adminis-

trators from Columbia College, Victor Valley College,

Mt. San Jacinto College, Saddleback College, and

De Anza Community College. For each college, the case studies look at the type of staff development program in use and evaluate its effectiveness. Finally, Chapter III draws upon the case studies to identify and discuss the components of a successful staff development program, including: support from all members of the college community; adequate funding; minimization of faculty members' feeling of threat; and administrative evaluation and follow-up of the staff development efforts. (JP)

ED 200 259 JC 810 070

Hayward, Gerald C. Barbarita, Juana

Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.

California Community Colleges, Sacramento. Of-

fice of the Chancellor.

Pub Date—Jan 81

Note—109p.; Tables with small type may not re-

produce well.

Pub Type—Reports - Research (143) — Numeri-

cal/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Affirmative Action, American Indi-

ans, Asian Americans, Blacks, *Community Col-

leges, *Compliance (Legal), *Employment

Patterns, Employment Practices, Ethnic Distribu-

tion, Females, Hispanic Americans, Personnel

Policy, Sex Fairness, *State Legislation, Tables

(Data), Two Year Colleges

Identifiers—*California

Pursuant to the California Education Code, Sec-

tions 87100-87106, this report summarizes the pro-

gress made by the 70 California community college

districts in meeting affirmative action regulations

calling for the establishment of district hiring pro-

grams aimed at increasing the number of women

and ethnic minorities employed at all levels of re-

sponsibility. The report first examines the legal re-

sponsibility of the Office of the Chancellor to

monitor district compliance; the effect of current

fiscal constraints on this compliance; and the co-

operative efforts of the districts to improve com-

pliance. District compliance as of mid-1980 is then

examined, followed by a summary of four major

problem areas revealed at the 35 districts which

were not in full compliance: failure to conduct work-

force analyses; failure to identify district employ-

ment goals; failure to establish affirmative action

advisory committees; and failure to provide ade-

quate staffing for affirmative action offices. The re-

port then examines changes in the percentages of

positions held by women, Blacks, Hispanics, Asians,

and American Indians from 1977 through 1979. For

each group, employment trends are examined in

seven professional and non-professional categories.

The report concludes with an examination of the

role of the Chancellor's Office in securing district

compliance and with recommendations for further

legislation. Data for each district are appended. (JP)

ED 200 260 JC 810 125

Shelton, Dick

Survival Strategies for Successful Learning Lab Management.

Pub Date—5 Mar 81

Note—54p.; Paper presented at the "Community

Colleges in the 1980's" Seminar (Atlantic City,

NJ, March 5-6, 1981), appended by a resource

compendium.

Pub Type—Reports - Descriptive (141) — Refer-

ence Materials (130) — Speeches/Meeting Pa-

pers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Role, Group Activities,

*Learning Laboratories, *Media Selection, *Pro-

gram Administration, Program Development,

Publicity, Self Evaluation (Groups), Staff Utiliza-

tion, Two Year Colleges

Information in this two-part report is provided to

help directors of college reading and study skills

centers plan for survival in an era of declining en-

rollment. After introductory material noting the

need for such centers as colleges increase student

retention efforts, Part I of the report examines six

administrative factors that affect a center's survival:

(1) center personnel's awareness of the political

workings of the college; (2) institutional support of

the center's programming in light of changing insti-

tutional missions; (3) development of seminars and

other programs for group instruction that are more

visible than programs geared to the individual stu-

dent; (4) development of the staff's ability to work

together and its familiarity with the mission of the

school; (5) development of a service orientation;

and (6) publicity of the center's services through direct contact with students and through various advertising media. Part II briefly discusses materials selection in light of diminishing financial resources and urges directors to systematically evaluate materials in terms of student and program needs. The appendix includes a form for evaluating the usefulness of learning materials, a reading and study skills lab evaluation form, and a directory of 58 companies which supply learning lab materials. For each company, this directory summarizes the type of materials provided and their approximate price range. (JP)

ED 200 261 JC 810 134

Ringling, Dennis F.

A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future.

Pub Date—[79]

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Role, *Community Colleges,

Federal Legislation, Federal State Relationship,

*Leadership, Leadership Responsibility, Leader-

ship Training, State Departments of Education,

Two Year Colleges, Universities, *Vocational

Education

Identifiers—National Center for Vocational Educa-

tion OH

As vocational programs take on increased impor-

tance during the 1980's, it becomes necessary to

assess the effectiveness of the vocational education

leadership exercised at the national, state, univer-

sity, and local college levels. At the national level,

leadership is evidenced in legislatively mandated

programs, such as the Graduate Leadership De-

velopment Program, and in the activities of the Na-

tional Center for Vocational Education. At the state

level, leadership has been exercised through the

Educational Commission of the States and through

the provision of in-service activities for educators.

Universities have helped fill the leadership void

through innovative programs, such as Temple Uni-

versity's Leadership Intern Field Experience, and

leadership potential has always existed with instruc-

tors and deans at local colleges. Yet, several leader-

ship problems have yet to be addressed: (1) a

national policy for leadership development should

be implemented in an effort to increase articulation

among the states; (2) more states and colleges

should become aware of the activities of the Na-

tional Center for Vocational Education; (3) research

should become less dependent upon targeted pro-

ject monies, which leave many vocational education

areas wanting; (4) the "good old boy" leadership

network which exists within the states should be

severed; and (5) college instructors need to take on

a more professional attitude. Without enhanced

leadership, vocational education programs are

surely endangered. (JP)

ED 200 262 JC 810 152

Hausehman, A. J., Ed. Tudor, Dan, Ed.

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80.

Kentucky Univ., Lexington. Community Coll. Sys-

tem.

Pub Date—Jan 81

Note—89p.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bachelors Degrees, College Faculty,

College Freshmen, College Graduates, College

Libraries, *College Programs, *Community Col-

leges, Degrees (Academic), Educational Finance,

Enrollment, *Enrollment Trends, *Financial Sup-

port, Library Collections, Operating Expenses,

Scores, State Colleges, *State Surveys, Student

Characteristics, Teacher Salaries, Two Year Col-

leges, *Two Year College Students

Identifiers—*Kentucky

A history of the University of Kentucky Com-

munity College System (UKCCS) precedes this

analysis of data on UKCCS enrollment, instruc-

tional programs, financial support, and student

characteristics. Section I discusses Fall 1979 head-

count enrollments for each of the 14 UKCCS campus-

es in terms of distribution by class, sex, and residence.

Enrollment trends are also considered with regard

to Fall headcount enrollments for 1964 and 1970

through 1979, full-time equivalent enrollments for

these years, and first-time freshmen enrollments for

1968 through 1978. Section II discusses: (1) the distribution of Fall 1979 enrollment by instructional program (baccalaureate, applied science, or non-degree); (2) the number of graduates in these programs between August 1978 and May 1979; (3) the library holdings that support these programs; (4) the degrees held by full-time teaching faculty; and (5) faculty and staff development programs. Section III presents an analysis of the financial support base of UKCCS, discussing percent of operating expenditures by function, and average ten-month faculty salaries. Section IV discusses the standardized test scores, income, ethnic status, and age of Fall 1979 first-time freshmen. The report provides 34 data tables. (JP)

ED 200 263 JC 810 156

Allbright, Anita. Morris, Cathy

A Summary of Standards of Academic Progress Categories by Ethnic Category: Closing Fall Term, 1980-81. Research Report No. 81-02.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—12 Jan 81

Note—15p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Academic Failure, *Academic Probation, *Achievement Rating, American Indians, Asian Americans, Black Students, Community Colleges, Expulsion, Hispanic Americans, *Suspension, Tables (Data), Two Year Colleges, *Two Year College Students, White Students

A series of data tables is presented, summarizing the number of Miami-Dade Community College (M-DCC) students who, at the end of Fall 1980, fell into each of six categories of academic progress: "clear," "warning," "probation," "suspension," "dismissal," and "extended probation." The data, which are organized by campus and by ethnic group, indicate that of the 43,797 M-DCC students enrolled during Fall 1980, 89.4% fell into the "clear" category, representing a 1% increase from the year before. As for the other categories, 3.5% of the students received academic warnings, 2.6% were on probation, 2.6% were suspended, 1.1% were on extended probation, and 0.8% were dismissed. The percentage of Black non-Hispanic students in the "warning," "probation," "suspension," and "dismissal" categories (15%) was higher than the percentage of Hispanic and White non-Hispanic students in these categories (11.1% and 7.9%, respectively). However, in comparison with Fall 1979 figures, the number of Black non-Hispanic students in the "clear" category increased 3.2%, while the number of Hispanic and White non-Hispanic students in this category increased by only 1%. The report includes a brief summary of variations in the data between M-DCC's four campuses. (JP)

ED 200 264 JC 810 158

Webster, Barbara. And Others.

Gainesville Junior College Community Impact Study/Needs Assessment Inventory.

Gainesville Junior Coll., Ga.

Pub Date—Oct 80

Note—356p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—College Faculty, *Community Surveys, Educational Economics, Educational Quality, Graduate Surveys, High School Seniors, *Institutional Evaluation, Institutional Research, Needs Assessment, School Counselors, *Self Evaluation (Groups), Student Attitudes, Student Characteristics, Student Educational Objectives, Teacher Attitudes, Two Year Colleges, Two Year College Students

Identifiers—*Impact Studies

Procedures, methodology, and findings are reported for a six-part study undertaken by Gainesville Junior College (GJC) to assess the economic impact of the college on its service area; determine community attitudes concerning the degree to which GJC has met stated goals and objectives; and identify needed services and programs that GJC has yet to provide. Part I of the report examines the economic impact of the college, based on a model designed to assess college-related business volume, college-related expenditures, expansions of area bank credit as a result of college-related deposits, the amount of local property taxes paid by faculty and staff, the personal income of area residents em-

ployed at GJC, and the durable goods consumption of those employees. Parts II through VI describe the purposes, procedures, and findings of five community surveys: (1) interviews with 91 recognized community leaders; (2) a survey of area high school seniors and counselors; (3) a telephone survey of 952 randomly selected GJC alumni; (4) a survey of GJC administrators, faculty, and staff; and (5) a survey of 400 GJC students. Among other items, the surveys solicited information on: awareness of GJC programs and services; community problems and needs; community attitudes toward the quality of GJC programs and services; and areas in which GJC could improve. Survey instruments are appended. (JP)

ED 200 265 JC 810 163

Calvert, Elyse L.

A Study of the Relationship between Level of Mathematics Anxiety and Sex, Age, Mathematical Background, and Previous Success in Mathematics.

Pub Date—Feb 81

Note—47p.; Graduate seminar paper, Western Illinois University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age, College Mathematics, Community Colleges, Correlation, Females, Grades (Scholastic), Knowledge Level, Literature Reviews, Males, *Mathematics Anxiety, *Predictor Variables, *Student Characteristics, Two Year Colleges, *Two Year College Students

A study involving 441 students enrolled in precalculus mathematics courses at Black Hawk College, Illinois, during Spring 1981 was conducted to measure the correlation between the level of students' math anxiety and four independent variables: sex, age, math background (as measured by the highest level of math course previously completed), and the last grade received in a mathematics course. The study involved: (1) the administration of the Mathematics Anxiety Rating Scale (MARS) to the students to measure their math anxiety on an increasing scale of 98 to 490; (2) the administration of a second instrument to determine the four independent variable characteristics; and (3) a statistical analysis of the data to determine those correlations that were significant at the .05 level. The study revealed that age was the only variable that was not statistically significant in the determination of the level of math anxiety. Females were significantly more likely to have higher levels of math anxiety than males. Students who had completed only a general mathematics course were more likely to have higher levels of math anxiety than students who had completed more difficult courses, and students receiving a "C" in their previous math courses were more likely to have higher levels of math anxiety than students who had received higher grades. The study report reviews relevant literature and details statistical findings. (JP)

ED 200 266 JC 810 173

Arnes, Nancy R.

Communication Styles in the Classroom.

Pub Date—[80]

Note—47p.; Part of the Media Systems Corporation "Creative Teaching Series."

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Communication, College Faculty, Learning Modules, Postsecondary Education, *Self Evaluation (Individuals), *Speech Communication, Teacher Education, *Teacher Improvement

This two-part learning module provides information and several exercises to help classroom instructors understand and improve their personal communication styles. The module first identifies two broad types of communicators: those who think before they talk and those who think while they talk. It then provides a series of exercises to help the instructor assess his/her own verbal tendencies. The module next distinguishes six more specific communicator categories and helps the reader recognize in him/herself characteristics of: (1) the "Organizer," who provides structured, orderly presentations; (2) the "Scholar," who presents material rigorously and thoroughly; (3) the "Dreamer," who communicates through the abstract language of ideas; (4) the "Socializer," who communicates in an informal, non-threatening way; (5) the "Performer," who evinces a dramatic flair; and (6) the "Salesperson," who tries to convince others of the value of an

action or idea. The final exercises in Part I ask the reader to develop oral presentations to brief a work supervisor or impress a job interviewer, both of whom have different communication preferences. Part II of the module applies the information covered in Part I to the classroom situation. The six communication styles are evaluated in terms of teaching effectiveness, and suggestions and exercises are provided so that instructors of each type may improve their classroom communication effectiveness. (JP)

ED 200 267 JC 810 174

Arnes, Nancy R. Archer, Patricia F.

Building Success in the Classroom.

Pub Date—[80]

Note—42p.; Part of the Media Systems Corporation "Creative Teaching Series."

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Communication, *Classroom Techniques, Community Colleges, Learning Modules, Locus of Control, *Nontraditional Students, Postsecondary Education, *Student Behavior, Student Characteristics, *Student Teacher Relationship, Teacher Education, *Teacher Response, Two Year College Students

This learning module was designed to familiarize community college instructors with the characteristics of nontraditional students and with strategies for providing these students with a positive learning environment. After introductory material offering a rationale for the module, Part I provides a list of key concepts, a statement of learning objectives, and a pretest. It then discusses the characteristics of nontraditional students, including their external locus of control, and examines the differences in the motivation and expectations of these students and their instructors. Profiles are then presented of four typical nontraditional students: a displaced homemaker; a chronically unemployed, black veteran; a 48-year-old, blue-collar worker trying to begin a new career; and an immature 17-year-old with poor motivation and an unrealistic view of her academic skills. Exercises are then provided which offer descriptions of the classroom behaviors typical of these four prototypes and require instructors to name similar students from their experience and list the actions they have taken in response to the students' needs. A post-test concludes Part I. Part II presents 15 strategies for improving interpersonal relations and communication with nontraditional students and 16 suggestions for modifying the classroom environment to better meet their needs. Learning activities are provided to help instructors apply the module's content in the classroom. (JP)

ED 200 268 JC 810 175

Herrscher, Barton R. Watkins, Karen

Competency-Based Education: An Overview.

Pub Date—[80]

Note—82p.; Part of the Media Systems Corporation "Creative Teaching Series."

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, *Behavioral Objectives, *Competency Based Education, Course Objectives, Criterion Referenced Tests, Developmental Studies Programs, Educational Theories, Experiential Learning, General Education, Grading, Individualized Instruction, Learning Modules, Pretests Posttests, *Student Evaluation, Summative Evaluation, Teacher Education, Teacher Role, Teaching Methods, Two Year Colleges

Information and exercises in this two-part learning module are provided to acquaint instructors with the educational theory behind competency-based education (CBE) and to help them apply this theory in the classroom. Part I of the module discusses: (1) the defining characteristics of CBE, in which instructional processes are designed to facilitate student achievement in a hierarchy of articulated cognitive, attitudinal, and psychomotor objectives; (2) the implications of these characteristics for grading and course sequencing; (3) the factors influencing the development of CBE, including demands for accountability, increased educational research and development, and advances made in mastery learning, developmental stage theory, and the movement away from norm-referenced testing; (4) the varying approaches to CBE taken by those in developmental instruction, general education, vocational education, and experiential programs; and (5) the roles played by instructors and students in the CBE process, which involves determining the rationale for a course, identifying outcomes, design-

ing a summative assessment, developing personalized learning strategies, recording student progress, and evaluating course success. Part II of the module applies this information in a series of exercises designed to assist the instructor in developing: a course rationale; competency statements; assessment methods; outcome-based grade contracts; and personalized learning activities. (JP)

ED 200 269 JC 810 176

Rose, Anand Bill

People Helping People: A Facilitator's Guide and Training Module for a Peer Helper Training Program.

Pub Date—[80]

Note—81p.; Part of the Media Systems Corporation "Creative Teaching Series."

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Communication Skills, *Counselor Training, Helping Relationships, *Learning Activities, Learning Modules, *Peer Counseling, Training Objectives, Two Year Colleges, *Workshops This two-part learning module was designed to assist student personnel administrators in developing and implementing a training program for student peer counselors. Introductory material presents a rationale for such training programs, examining the usefulness of peer counselors in meeting the informational needs of students at minimal cost and stressing that the success of peer counseling depends upon the student counselors' training. Part I of the module then discusses the premise that these training efforts should focus on improving the self-understanding and communications skills of peer helpers. It goes on to detail the steps in designing a peer counselor workshop: identifying sources of trainees; articulating training objectives and the counseling philosophy; sequentially organizing training objectives; securing needed resources; planning activities related to trust building, exploring individual differences, communicating, and solving group and individual problems; and implementing and evaluating the program. Part II then details the objectives and activities of a four-day training workshop for peer counselors. Descriptions and timeframes are provided for: an orientation session; two communication skills labs; sessions covering general college information, developing helping skills, and principles of counseling; registration training; and evaluating the training and the helping experience. (JP)

ED 200 270 JC 810 177

Thompson, Carolyn And Others

Developing Teamwork in the Community College: The Basics.

Pub Date—[80]

Note—65p.; Part of the Media Systems Corporation "Creative Teaching Series."

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Faculty, *Committees, Community Colleges, Conflict Resolution, *Decision Making, Leadership, Learning Modules, Postsecondary Education, Pretests Posttests, Self Evaluation (Groups), Teacher Education, *Teamwork

This learning module examines the teamwork skills required for productive committee work. After introductory material identifying key concepts and learning objectives, the module discusses teamwork development and the stages in the development of and the characteristics of a mature team. The module then discusses the importance of team leadership and size, and suggests seven other factors related to team membership and function to be considered in forming effective teams. Next, possible impediments to the effective utilization of team resources are identified, followed by a discussion of team decision-making. After the elements of a good team decision are recognized, an example is provided of the trade-offs between two decision-making criteria: "quality," i.e., coming to a decision that best solves the problem, and "commitment," i.e., coming to a decision that members will carry out. The module then discusses three means of decision-making: self-authorization and majority and minority decision-making. The subsequent section considers the nature and importance of group consensus. The final section provides suggestions and exercises to help the readers in applying the principles of teamwork and decision-making to their everyday meetings, and in evaluating their effectiveness. In addition to pre- and post-tests, the

module provides reinforcement exercises throughout. (JP)

ED 200 271

Charles, Richard

Handicapped Programs: California Community Colleges.

Pub Date—9 Mar 81

Note—26p.; Paper presented at the Annual Conference of the Association of California Community College Administrators (San Diego, CA, March 8-10, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Community Colleges, Compliance (Legal), *Disabilities, Federal Legislation, Financial Support, *Legal Responsibility, State Aid, State Legislation, Two Year Colleges, *Two Year College Students

Identifiers—*California Community Colleges This report examines the legal responsibility of the California Community Colleges (CCC) toward handicapped individuals as specified in federal and state legislation. The report first reviews the salient features of Section 504 of the Rehabilitation Act of 1973, including an examination of the legal definition of "handicapped individual" and short answers to questions concerning: the coverage of employees, as well as students, under the law; the "reasonable accommodations" institutions must make for the handicapped; the extent to which college programs must be accessible to the handicapped; the elimination of architectural barriers; curricular adjustments that must be made for handicapped students; and the provision of separate sections under the law for higher education institutions. This legislative summary also includes an outline of the actions required of institutions under the law. After examining the history of state efforts to provide the CCC with incentives for handicapped education, the report outlines state administrative regulations governing the staffing, funding, and evaluation of community college programs and services for the handicapped. The report concludes with a discussion of state guidelines concerning: handicapped students' rights to program participation, criteria for identifying handicapped students, and cost reimbursements. Appendixes enumerate Title 5 regulations and Individual Education Plan Requirements and provide cost reporting forms. (JP)

ED 200 272 JC 810 180

Schmeltz, Donald D. Ed. Rassweiler, Anne D. Ed.

The Review and Proceedings of the Community College Humanities Association, Number 2.

Community Coll. Humanities Assoc., Cranford, N.J.

Pub Date—Feb 81

Note—98p.

Available from—Community College Humanities Association, Union College, 1033 Springfield Avenue, Cranford, NJ 07016 (\$5.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Book Reviews, *College Curriculum, College Faculty, *Community Colleges, Curriculum Enrichment, Educational Trends, *Humanities, Professional Associations, Textbook Evaluation, Two Year Colleges, Vocational Education

Identifiers—Commission on the Humanities, *Community College Humanities Association

This four-part volume addresses issues that concern the humanities in community colleges. Part I provides: (1) Martin E. Marty's discussion of the role of community colleges in promoting the humanities within society; (2) Mark H. Curtis' description of the current rift between vocational and humanities education and of efforts to ameliorate this situation; and (3) Arthur M. Cohen's analysis of the readjustments humanities faculty will have to make in the face of the decline of traditional humanities curricula. In Part II, Landon Kirchner first presents a critique of the 1980 report of the Commission on the Humanities, arguing that its recommendations are based on insufficient insight into the role of the humanities in American higher education. A rebuttal to this critique on behalf of the Commission is provided by Gaines Post, Jr., followed by an outline of the major recommendations made in the Commission's report. Book reviews are presented in Part III; Donald Billiar reviews three

books dealing with open admissions, critical thinking, and basic skills and Mary Alice Bird reviews three general humanities textbooks. Part IV presents Beate A. Schultz's listing of humanities resource organizations and of selected innovative programs at 24 colleges and universities. The volume concludes with the annual proceedings of the Community College Humanities Association (CCHA), a 1981 calendar of CCHA events, a membership directory, and the CCHA constitution. (JP)

ED 200 273

LeDuc, Albert L., Jr.

Personnel Retention in the College and University Information Systems Environment.

Pub Date—Dec 80

Note—11p.; Paper presented at the 1980 CAUSE Conference "Productivity—A Key to Survival in the 1980's" (Phoenix, AZ, December 7-10, 1980). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, Community Colleges, Compensation (Remuneration), *Data Processing, Job Satisfaction, Labor Supply, *Labor Turnover, *Personnel Management, Postsecondary Education, *School Personnel, Supervision, Work Environment

This examination of turnover among college data processing personnel begins by defining "turnover" and discussing the negative consequences of excessive turnover in terms of retraining costs and reduced staff morale. It then considers seven major causes of turnover: (1) the low supply of and high demand for data processing personnel; (2) the inability of colleges to offer competitive salaries; (3) inattention to "hygiene factors," such as interpersonal relations, status, and working conditions; (4) dissatisfaction with job content; (5) poor supervision; (6) the increased willingness of the "new breed" of worker to leave the job if it interferes with his/her personal life; and (7) miscellaneous reasons, such as extended illness, over which the organization has no control. Rates of "acceptable" turnover are then discussed. Based on a 1979 survey of 289 data processing organizations, this discussion indicates that an annual 20% turnover rate should be accepted, because while necessitating standardization and training efforts, it will also prevent organizational stagnation. The report then outlines efforts undertaken by Miami-Dade Community College (FL) to reduce excessive turnover: enhancing communication; providing competency-based job structures; promoting job enrichment; improving physical working conditions; devising fair work assignments; and recognizing individual efforts. Finally, general principles for staff retention are enumerated. (JP)

ED 200 274

Merchant, Ronald

Combining Basic Business Math and Electronic Calculators.

Pub Date—Jan 81

Note—9p.; Paper presented at the National Conference on Educational Alternatives for a Changing Society (Miami, FL, January 28-30, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, *Calculators, College Mathematics, Community Colleges, Course Descriptions, *Mathematics Instruction, *Programed Instruction, Student Reaction, Two Year Colleges

As a means of alleviating math anxiety among business students and of improving their business machine skills, Spokane Falls Community College offers a course in which basic business math skills are mastered through the use of desk top calculators. The self-paced course, which accommodates varying student skill levels, requires students to: (1) arithmetically solve business problems both with and without a calculator; (2) estimate answers, thereby improving self-confidence; (3) use a ten-key keyboard with touch control; (4) use the features provided on a variety of modern business electronic calculators; (5) use basic business math formulas; and (6) use the metric system. Course material is presented in a programmed text which provides frequent exercises for self-checking and requires students to devote an average of 50 hours to lab work. Because students learn to use a variety of calculators, the vocational relevance of the course is not endangered by the ongoing changes in computer technology. The course has proven to be successful

on a number of counts: students give high ratings to the course and indicate that the programmed approach is neither boring nor overly time-consuming; the course is flexible enough to be used in a variety of on- and off-campus settings; and instructional costs have been minimized. The paper presents short answers to 15 questions concerning course management and equipment. (JP)

ED 200 275 JC 810 184

Merchant, Ronald
Desk Top Computers.
Pub Date—Jan 81

Note—7p.: Paper presented at the National Conference on Educational Alternatives for a Changing Society (Miami, FL, January 28-30, 1981).
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Education, Community Colleges, *Computer Science Education, Course Objectives, Employer Attitudes, *Microcomputers, Two Year Colleges

Investigations conducted by Spokane Falls Community College (SFCC) indicate that introductory computer courses for business students should emphasize the elimination of "computer phobia" through the provision of hands-on experience. In a survey of over 160 area businesses, SFCC found that 53% of the respondents ranked hands-on experience as the most desirable form of instruction; while 37% indicated that a combination of theory and experience was the most desirable form. In response to this employer need and in an effort to increase efficiency in terms of costs and student time, SFCC initiated a competency-based, one-credit Introduction to Microcomputers course. In this course, students utilize the TRS-80 Radio Shack computer in the college's Business/Math Machines Center and complete exercises in flow charting, simple programming, data entry, data correction, and data retrieval. The course is offered on a continuous enrollment basis, and students complete assignments at their own pace, usually within 15 hours. After one year of implementation, the course has proven to be both an effective hands-on complement to computer theory courses and a useful core class for business students who do not need substantial theoretical instruction to effectively use the computer as a tool. This descriptive report concludes with short answers to seven questions about course management and equipment. (JP)

ED 200 276 JC 810 185

Brown, Carol Ann
The Community: Education on a Grassroots Level.
Pub Date—Jan 81

Note—20p.: Paper presented at the National Conference on Educational Alternatives for a Changing Society (Miami, FL, January 28-30, 1981).
Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Hispanic Americans, *Local History, Nontraditional Students, *Oral History, Relevance (Education), *Student Projects, Two Year Colleges, *Two Year College Students, *United States History

The neighborhood oral history project described in this report was a course assignment in American History used at the Austin Campus of Houston Community College in an effort to make the study of history relevant to a non-traditional, predominantly Hispanic student body. The report first presents background information, describing the Hispanic community served by the college and noting the fact that few of its students had had positive educational experiences. After discussing the irrelevance of traditional history texts to the cultural identity of these students, the report describes the oral history assignment as an alternative means of instruction and details the assignment's requirements. Students were expected to perform initial research on a decade in the 20th century; develop and review a list of interview questions dealing with events in that decade; use these questions in an interview with a community resident; and complete a final paper evaluating the interview in terms of the reliability of the information obtained and the relation of the interviewee's experiences to the larger societal experience of the period. The report concludes with highlights from some of the interviews and a summary of students' responses to the assignment. (JP)

ED 200 277 JC 810 189

Drummond, Marshall E. Jablons, Raymond
A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting.
Pub Date—81

Note—25p.
Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Computer Oriented Programs, *Learning Laboratories, *Mastery Learning, Media Selection, Nontraditional Students, Program Descriptions, Program Development, *Student Records, Teacher Selection, Two Year Colleges
Identifiers—*Chabot College CA

After introductory material outlining some of the major challenges facing community colleges today, this paper examines the efforts undertaken by Chabot College, California, to meet the demands of the problems posed by "new students" and fiscal constraints. Described first are Chabot's two mastery learning centers, at which students proceed through a series of media-based learning modules on an individualized open-entry/open-exit basis. Problems encountered in operating the centers and their solutions are discussed in the areas of media selection and/or development, meeting personnel needs using available staff, and flexible scheduling. Next, the paper examines the problem of developing a student record keeping system that would accommodate varying rates of student progress and describes how the following considerations were dealt with in the college's computer-managed student record accounting system: course scheduling, student registration, course enrollment, student attendance, and grading. Additionally, the paper describes the creation of the system's database and files, procedures used in collecting data, the attendance and grade reports generated by the computer, and recovery programs. Finally, results of the first quarter of the system's implementation are reviewed. (AYC)

ED 200 278 JC 810 191

Carlson, Bart
Office Automation Pilot: A Paperless Approach at College of DuPage.
Pub Date—9 Dec 80

Note—17p.: Paper presented at the 1980 CAUSE Conference "Productivity—A Key to Survival on the 1980's" (Phoenix, AZ, December 7-10, 1980).
Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgets, Clerical Workers, *College Administration, *Computer Oriented Programs, Computer Programs, Financial Support, Inservice Education, *Office Management, Pilot Projects, Program Costs, Reduction in Force, Two Year Colleges

Identifiers—*Word Processing

The pilot project described in this report was undertaken by the College of DuPage (CD) to increase the clerical efficiency of seven administrative offices through the installation of a computerized word processing and data transmission system. The first section of the report provides background information detailing: the history of computer utilization at CD; the hardware and software utilized by the college; and the administrative efforts undertaken by the college to coordinate computer-related purchases among departments. The next section details: (1) the long-range goals of the project, which was conducted to identify the technical and non-technical factors to be included in a comprehensive plan for the automation of all CD offices; and (2) the procedures followed during the pilot project in converting office operations to the new system, which provided administrators and their secretarial support with video workstations at which mail can be generated, edited, received, filed, or dispatched. Included in this section is a discussion of the training efforts undertaken to acquaint personnel with the new system and the procedures followed in eliminating three clerical positions rendered obsolete by its implementation. The final three sections of the report describe: hardware components and associated costs; the line-item operating budget of the project; and the revolving cost savings fund through which the project was financed. (JP)

ED 200 279 JC 810 192

Wagshal, Harry
A Teacher's Guide to Setting Up a Futures Studies Course.

Pub Date—28 Jan 81

Note—13p.: Paper presented at the Educational Alternatives for a Changing Society Conference (Miami, FL, January 27-30, 1981).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Course Objectives, *Courses, *Futures (of Society), Postsecondary Education, Relevance (Education), Secondary Education, Teaching Methods

Given the increased popular and academic interest in futuristic topics, interested instructors should prepare for teaching futures studies courses. In doing so, teachers can begin by acquainting themselves with relevant literature and by participating, if possible, in the activities of the World Future Society and other organizations devoted to futures topics. After this exposure to futuristic themes, the instructors can incorporate futuristic content into their current courses, keeping in mind five general principles: (1) the challenges of the future are in part determined by present trends; (2) futures studies involve the use of scenarios and other forecasting tools; (3) the complicated challenges of the future require creative problem-solving; (4) each individual can influence the future by his/her present actions; and (5) in studying the future, the individual must become sensitized to others' perspectives and values. Course content should involve a general thematic examination at the secondary level and an examination of forecasting techniques at the postsecondary level. Course objectives should aim at enabling students to become conscious of future problems, to think in the future tense, and to plan for and achieve scenarios of the future. These objectives can be achieved through seminars and simulation exercises. (Selected student responses to a futures course and a 56-item bibliography are included.) (JP)

ED 200 280 JC 810 197

Arth, Maurice P.
Allocation of Resources to Computer Support in Two-Year Colleges.

Pub Date—10 Dec 80

Note—15p.: Paper presented at the Annual CAUSE Conference, "Productivity—A Key to Survival on the 1980's" (Phoenix, AZ, December 7-10, 1980).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Computer Oriented Programs, Enrollment, *Expenditures, National Surveys, Operating Expenses, *School Size, Tables (Data), *Two Year Colleges

A nationwide survey of 999 two-year colleges was conducted to collect data concerning computer-related expenditures at the colleges and to facilitate interinstitutional comparisons of these data. The survey collected data on current annual operating expenditures, Fall 1979 credit student headcount, and current annual outlays for: (1) "normal" computer expenditures, i.e., the ongoing operating expenditures devoted to academic and administrative computer support; and (2) "total" computer costs, i.e., the sum of "normal" operating expenditures, plus expenditures for leases, computer development, and computer capital purchases. Analysis of the responses from 308 colleges involved the calculation of ratios expressing both computer-expenditure categories in relation to total college operating expenditures and in relation to college student headcount. For purposes of comparison, aggregate ratios were determined for four institutional size categories based on student headcounts: less than 1,000 students; 1,001 to 5,000 students; 5,001 to 15,000 students; and over 15,000 students. The study report examines limitations, details methodology, and presents the aggregate ratios on a series of tables. The range of findings determined within each size category are also presented. (JP)

ED 200 281

JC 810 202

Watson, Norman

Promises and Perils for the 1980s. Junior College Resource Review.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Note—6p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, College School Cooperation, *Community Colleges, Computer Oriented Programs, *Educational Trends, Financial Problems, Grade Inflation, Humanities, International Education, Literacy Education, Literature Reviews, Nontraditional Students, Reentry Students, School Holding Power, Statewide Planning, Two Year Colleges

Drawing upon recent documents in the ERIC collection, this literature review examines emerging educational trends that will have an impact on community college planning during the 1980's. Introductory material discusses the demographic, governmental, technological, and administrative factors that influence college planning. The review then summarizes the salient features of descriptive and/or research reports dealing with advances made by community colleges in 11 specific planning areas: (1) reorganizing programs and services to meet the needs of older, nontraditional students; (2) identifying the factors that influence student retention; (3) determining the causes of grade inflation; (4) furthering cooperative efforts with community agencies and industries; (5) examining the impact of state-level program coordination and financing patterns; (6) promoting literacy development; (7) programming for reentry adults; (8) enhancing international education; (9) determining the role of the humanities in the community college curriculum; (10) utilizing computers for administrative and instructional purposes; and (11) coping with tax limitations. Summary conclusions are then provided, which urge colleges to expand their programs for older adults; exploit emerging technologies; enhance cooperative efforts with community agencies; and improve basic skills and literacy programs. A 28-item bibliography is included. (JP)

ED 200 282

JC 810 203

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11.

Hawaii Univ., Honolulu, Kapiolani Community Coll.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Mar 81

Note—51p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Freshmen, Community Colleges, Females, Grade Point Average, Majors (Students), Males, *Participant Satisfaction, Questionnaires, School Surveys, *Student Attitudes, *Student Characteristics, *Student College Relationship, Student Employment, Student Personnel Services, Tables (Data), Transfer Students, Two Year Colleges, *Two Year College Students, Use Studies

A survey was conducted in Spring 1981 of the 1,534 continuing Kapiolani Community College students who had entered the college during Fall 1980. The survey instrument solicited information concerning: (1) student employment; (2) knowledge of procedures and requirements; (3) evaluation of students' college experiences; (4) evaluation of student services; and (5) evaluation of instructional services and academic support. Major findings, based on 1,054 responses, reveal that 70% of the students were employed, though only 18% had jobs closely related to their studies. At least two-thirds of the students knew about procedures and requirements related to graduation, transfer of courses, and the use of self-aiding materials. The majority of the respondents said they were "satisfied" or "very satisfied" with their college experiences. Responses to items related to student services indicated that over one-third did not know about seven of the 11 specific services. The most commonly used student services were the career resources library and the

tutorial program. Generally, students had positive evaluations of courses, grading and academic standards, equipment and facilities, and the library. The report includes tables comparing responses by placement test scores, grade point average, program area, sex, and Fall 1980 enrollment status. The questionnaire and raw response data are appended. (JP)

ED 200 283

JC 810 204

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program, Report 12.

Hawaii Univ., Honolulu, Kapiolani Community Coll.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Mar 81

Note—24p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, *College Freshmen, Community Colleges, Dropout Research, Grade Point Average, *Predictor Variables, *Student Characteristics, Two Year Colleges, *Two Year College Students

Two multiple regression analyses were conducted by Kapiolani Community College (KCC) to determine if selected characteristics of first-time students could be used in a predictive equation to identify potential dropouts. Correlations were determined between two dependent and 21 independent variables. The dependent variables were the achievement of a first-semester grade point average (GPA) of 2.0 or above and re-enrollment for a second semester. The independent variables were: (1) enrollment status; (2) degree objective; (3-4) math and English placement test scores; (5) sex; (6) age; (7) marital status; (8) high school GPA; (9) employment status; (10-13) student perceptions of their reading, writing, math, and study skills; (14) college goals; (15) reason for selecting KCC; (16-17) existence of financial worry and career plans; and (18-21) student perceptions of their chances of attending class, achieving a B average, being satisfied with KCC, and graduating. The first regression analysis used data for Fall 1980 entering students and results were separately analyzed for liberal arts and vocational students. In the second analysis, data were combined for students entering in Fall 1979 or Fall 1980. To control for student diversity in this sample, separate results were analyzed for two groups of liberal arts students and eight groups of vocational students. The study report details findings and examines the reliability of the correlations. (JP)

ED 200 284

JC 810 205

Kamm, Steven D.

Micro-Computer Tutorial Assistance Project.

South Oklahoma City Junior Coll., Okla.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—[81]

Grant—NSF-SER-79-00773

Note—29p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Competency Based Education, *Computer Assisted Instruction, Costs, Financial Support, *Microcomputers, *Physics, Program Development, Program Evaluation, Student Attitudes, *Tutorial Programs, Two Year Colleges

This evaluative report summarizes the objectives, costs, and outcomes of a project undertaken by South Oklahoma City Junior College to develop 50 computer-based tutorial lessons to assist students in mastering the requirements of a competency-based physics course. A rationale for the project is presented first, based on the inordinate amount of time required of the instructor to individually tutor students; the unsatisfactory nature of commercially prepared workbooks; and the positive results of an initial pilot study. The report then outlines specific project goals: to reduce the dropout rate and the number of attempts students needed to demonstrate competency for each course objective; to improve student attitudes toward physics; and to leave the instructor with more time to help the students with the most serious difficulties. The report then describes the special features of the tutorial lessons, which are programmed on micro-computer cassettes and which require the student to establish problem-solving methodologies with gradually de-

creasing amounts of assistance. Implementation problems posed by time constraints and limited memory capacity are examined prior to an evaluation of the system based on a comparison of student progress using the system with the progress registered by students prior to its implementation and student evaluations of the system. The report concludes with a summary of project funding and expenses. (JP)

ED 200 285

JC 810 206

Smith, Albert B.

Staff Development Practices in U. S. Community Colleges.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date—Jan 80

Note—90p.

Available from—AACJC National Council for Staff, Program and Organizational Development, Vice President for Publications, Hocking Technical College, Nelsonville, OH 45764 (\$3.00).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Colleges, Evaluation Criteria, Faculty Evaluation, Financial Support, National Surveys, Professional Development, Program Evaluation, Questionnaires, Sabbatical Leaves, *Staff Development, Tables (Data), Teacher Participation, Teacher Workshops, Training Objectives, Trend Analysis, Two Year Colleges

A nationwide survey of 1,315 community colleges was conducted in 1979 to draw a profile of the colleges' staff development practices. A 12-page survey instrument asked respondents to: (1) identify the goals of the staff development program; (2) estimate the effectiveness of the instructional methods used in these programs, as well as the methods used to evaluate instructor performance; (3) estimate the effectiveness of staff development practices used by the college, such as sabbatical leaves and travel grants; (4) indicate the participation of various faculty and staff groups in staff development activities; (5) identify the sources of program funding; (6) describe the organizational structure of staff development programs; and (7) indicate the criteria used to evaluate these programs and the degree to which these criteria had been met. Selected findings indicate that of the 687 responding colleges, 413 had organized staff development programs. The most frequently mentioned program goals centered on the development of faculty, rather than non-teaching staff, and the availability of travel funds was rated the most effective staff development activity. Only 25% of the colleges had completed a full evaluation of their staff development programs, and few were able to report that evaluation criteria had been met. The survey report details and compares findings, where possible, with those of a similar 1976 study. (JP)

ED 200 286

JC 810 208

Arns, Kathleen F., Ed.

Occupational Education Today. New Directions for Community Colleges, Number 33.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—81

Note—124p.

Journal Cit—New Directions for Community Colleges; v9 n1 Spr 1981

Pub Type—Collected Works - General (020) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Colleges, Cooperative Programs, Delivery Systems, Economic Climate, *Educational Objectives, *Futures (of Society), General Education, Humanities Instruction, Job Development, Job Training, Program Evaluation, *School Business Relationship, Two Year Colleges, *Vocational Education

This collection of essays examines issues that educators must address to maintain occupational education's prominent role in the future. Kathleen F. Arns considers the implications of uncertain enrollment patterns, changing delivery systems, an uneasy economic climate, government policies, and collaboration efforts. The history of occupational education and the effects of its growth on community colleges are discussed by John F. Grede.

Andrew S. Korim explores strategies for dealing with the problems occupational education will face in the 1980's. Lawrence F. Davenport advocates an expanded role for community colleges in government-funded manpower programs. David S. Bushnell examines occupational education's role in job development and creation and offers program models. Mt. Hood Community College's project to collect labor market information while providing research training to unemployed persons is described by R. Dan Walleri and Betty Pritchett. Stanley J. Spanbauer describes Fox Valley Technical Institute's open-entry/open-exit Perpetual Enrollment and Graduation System. A model for comprehensive occupational program reassessment is detailed by James E. Seitz. Societal trends with implications for occupational education are examined by John E. Cleek. William A. Koehnline presents models for integrating the humanities and occupational education. The Community College of the Air Force is described by Douglas E. Testerman. Finally, Donna Dzierler reviews ERIC documents dealing with occupational education. (DD)

ED 200 287 JC 810 209
Mitchell, Myrna L.
Mathematics in an Individualized Self-Paced Format.

Pub Date—Oct 80
Note—21p. Paper presented at the Annual Convention of the American Mathematical Association of Two Year Colleges (Washington, DC, October 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Attendance Records, *College Mathematics, Community Colleges, Comparative Analysis, Cost Effectiveness, Grading, *Individualized Instruction, *Learning Laboratories, Learning Modules, Lecture Method, *Mathematics Instruction, Peer Teaching, Staff Utilization, Two Year Colleges
Identifiers—*Pima Community College AZ

The Math Center described in this report operates at Pima Community College to provide individualized, self-paced instruction as an alternative to lecture courses. The report first describes the Center's staff organization and then examines seven courses offered through the Center on remedial, vocational, and transfer levels. Each of these courses is made-up of three one-credit modules. Policies are then outlined for course registration and scheduling, grading, and student monitoring via attendance records. Discussions follow of the Center's open-entry policy, which is facilitated by the absence of late registration fees; the options available to students who do not complete work by the end of the semester; and the reasons students have for choosing individualized instruction over the lecture method, or vice versa. A comparison of student success rates in the individualized and lecture instructional modes precedes an examination of special problems centering around the selection, training, and scheduling of student peer instructors. After costs per student credit hour incurred at the Center are compared with costs incurred in traditional lecture settings, the evolution of the Center is traced from its inception in 1974. Forms and cost effectiveness data for the program are appended. (JP)

ED 200 288 JC 810 210
Ward, Dale L. Hillis, Arthur L.
Student Development/Classroom Collaboration.

Pub Date—Apr 81
Note—36p. Paper presented at the Annual Conference of the Eastern Community College Science Association (Swan Lake, NY, April 5-7, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Planning, Community Colleges, *Course Content, Course Descriptions, *Self Evaluation (Individuals), *Social Sciences, *Student Development, Student Educational Objectives, Two Year Colleges, Two Year College Students

The student development course described in this report is offered by Housatonic Community College (HCC) to provide students with: (1) a means of assessing their strengths and weaknesses; (2) an introduction to the social sciences and to the study of self vis-a-vis society; and (3) a means of planning career objectives. Part I of the report relates the events leading up to the development of the course

and explains that the course was designed to accommodate students entering college with unclear ideas about the college experience. Part II then describes the self-assessment component of the course, in which students: review their formal and informal learning experiences, examine learning theories, discuss reasons for attending college, and practice organizing their time and improving their study skills. Part III examines the social sciences component of the course, which utilizes guest speakers to expose students to academic disciplines within the social sciences and to related subjects, such as group dynamics. Finally, Part IV describes the career development component, in which students explore career options in light of personal interests, as measured by the Strong-Campbell Interest Inventory. The appendixes contain: a course evaluation written by an older, nontraditional student; self-evaluation forms; and a course outline. (JP)

ED 200 289 JC 810 211
Jellison, Holly M., Ed.
Interface in Retrospect, 1978-1980.

American Association of Community and Junior Colleges, Washington, D.C. National Center for Community Education.

Pub Date—Dec 80

Note—44p.

Available from—Center for Community Education, AACJC, One Dupont Circle, NW, Washington, DC 20036 (\$3.50).

Pub Type—Reports - Descriptive (141)—Opinion Papers (120)—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Role, College School Cooperation, *Community Colleges, Community Coordination, *Community Education, Educational Facilities Planning, Experiential Learning, Lifelong Learning, Noncampus Colleges, Older Adults, *Outreach Programs, *School Community Relationship, Two Year Colleges
Identifiers—*Community Based Education

Essays in this collection examine the community college's role in promoting community-based education (CBE). James Gollatschek outlines the defining characteristics of CBE. The essays by Robert Clausen and Steve Mills discuss cooperative efforts undertaken in Oregon and Colorado between community colleges and local school districts. Albert Green and Maryanna Hannula describe Richland Community College's (IL) efforts to involve senior citizens in an educational outreach effort. Douglas Kelley delineates the objectives and funding of the Greater Malone Community Council (NY). Lydia Guber and T. Jan Wiseman examine Kishwaukee Community College's (IL) efforts to improve communications among community residents. Paul Elsner discusses the role of non-campus colleges in CBE. Paul Giannini urges colleges to embrace a philosophy of localism and play an active role in community planning. Robert Barber looks at Mohican Community College's (CT) life-long learning program, which grants experiential credit. Paul Heath and Susan Peterson describe the contractual agreements between John Wood Community College (IL) and other area schools. Edmund Gleazer's essays examine the need for community colleges to communicate and promote their CBE mission and to provide education for the "vocation of citizenship." Papers by Joan Delaloye and Margaret Gratton examine outreach to the elderly. Finally, Robert Shoop and Jack Morris discuss the community college's role in initiating cooperation among community agencies. (JP)

ED 200 290 JC 810 212
Rasor, Richard A. Engel, Dominique
Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization.

Pub Date—[80]

Note—34p.

Pub Type—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Anxiety, *Chemistry, Community Colleges, *Desensitization, *Program Effectiveness, Relaxation Training, Two Year Colleges
Identifiers—American River College CA

A study was conducted at American River College during Spring 1981 to assess the effectiveness of a systematic desensitization program in reducing student anxiety toward chemistry and in improving student performance in chemistry courses. During the study, students in two sections of an introduc-

tory chemistry course were administered three tests at the beginning of the quarter: a questionnaire designed to measure student anxiety toward chemistry; two scales of the Alpert-Haber Achievement Anxiety Test; and a multiple-choice chemistry test. Based on test results, students were divided into a high anxiety group (HA) and a low anxiety group (LA). The high anxiety group was further divided into a control group (HAC) and a treatment group (HAT), each of which demonstrated statistically equivalent measures of chemistry anxiety. HAT students received desensitization cassettes for home use, which stressed relaxation techniques to be used during chemistry-related activities. HAC and LA students received no desensitization treatment. At the end of the quarter, all students were retested with the same instruments, and differences among the three student groups were statistically determined for: changes in pre- and post-test scores; dropout rates; and grades. Results suggest that desensitization reduces chemistry anxiety and contributes to improved classroom performance. The study report details methodology, limitations, and findings, and includes anxiety scales. (JP)

ED 200 291 JC 810 218
Romoser, Richard C. And Others
Faculty Workload: Full-Time Faculty Lecture

Hour Workload in the Contiguous Forty-Eight

States, Management Report, Series No. 24.

Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date—Mar 81

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Faculty Workload, *Full Time Faculty, National Surveys, *Two Year Colleges

A telephone survey was conducted to determine the number of lecture hours per week assigned by public two-year colleges as a normal full-time faculty workload. Telephone calls were made to the Academic Collective Bargaining Information Service, to the state administrators for two-year colleges, and to the chief academic offices of individual colleges. More than 70 officers cooperated in this study, providing information on 767 institutions. Workload information was gathered for all but four exceptional instructional situations: writing classes or other courses in which faculty were allowed exceptional amounts of time to devote to the evaluation of students' work; large classes for which special workload arrangements were made; classes in which unusual instructional strategies (e.g., computer-assisted instruction) required special workload allowances; and courses in which special workload arrangements were made because of team-teaching assignments. The survey revealed that of the 767 colleges, 702 assigned 15 lecture hours per week as the normal workload. Only 19 institutions assigned less than 15 hours, and only 39 colleges assigned normal workloads of more than 15 hours. The survey report discusses the rationale for choosing lecture hours, as opposed to other measurements, for use as a frame of reference in quantifying faculty productivity. (JP)

ED 200 292 JC 810 219
Butler, Dennis G.

Coast Community Colleges Community Telephone

Survey 1980, Report Number 2. The Coast

Message: An Examination of the Extent to

Which Basic Marketing Efforts Are Reaching

the Community.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date—Feb 81

Note—24p.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, *College Attendance, Community Colleges, Community Study, Community Surveys, Educational Attainment, Ethnic Groups, Females, *Information Sources, Males, Multicampus Districts, *Publicity, *School Community Relationship, Tables (Data), Two Year Colleges

As the second in a series of eight reports detailing the findings of a community telephone survey conducted by the Coast Community District in 1980, this three-part report examines study findings related to the extent to which the District's marketing information reaches community residents and the degree to which residents take advantage of District programs. The first section of the report assesses respondents' familiarity with the District's

three colleges. Major findings in this section reveal that 99% were familiar with at least one of the colleges and that 54% were familiar with all three. The second section identifies the information sources through which the respondents learned about the colleges. Findings presented here indicate that the four most commonly used sources were brochures (79%), class schedules (47%), personal contact (17%), and newspapers (10%). The final section of the report details the percentage of respondents who had attended one of colleges and their satisfaction with their college experience. Findings presented in this section reveal that 48% had either formerly attended a District college or were currently attending one. Each of the report's sections examines the statistical correlation of the findings with varying demographic characteristics of the respondents. (JP)

ED 200 293 JC 810 228

Erickson, Michael E.

De-Grading Developmental Studies.

Monroe Community Coll., Rochester, N.Y.

Pub Date—80.

Note—16p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Achievement Rating, *Developmental Studies Programs, *Grades (Scholastic), *Grading, Informal Assessment, *Student Evaluation, Student Motivation, Two Year Colleges

If developmental studies programs are to successfully enhance affective and cognitive development in a non-competitive, supportive setting, they must abandon traditional A to F grading in favor of a descriptive, personalized feedback system that helps the student make intelligent decisions concerning his/her academic future. Indeed, research demonstrates that traditional grading is grossly inappropriate to developmental instruction for a variety of reasons: normative grading merely ranks learners from best to worst and thus precludes individualized learning assistance; grades are not indicative of learning acquisition and thus do not adequately inform the student of his/her progress; grades are not predictive of future success; poor grades, rather than motivating students toward better performance, reinforce a sense of failure; and, finally, grades foster a "Watergate" mentality which sanctions cheating in order to survive the grading game. As a more appropriate alternative, feedback concerning student progress should be effected through instructor/student conferences and through written, descriptive evaluations. If a letter grade is necessary for institutional reporting, it should merely denote completed student contact hours. Such an evaluation approach, which is commonly used at the graduate level, is in total accordance with the non-traditional, innovative nature of developmental learning. (JP)

ED 200 294 JC 810 231

Gold, Ben K.

LACC Student Survey—Fall 1980, Research Study

Number 81-5.

Los Angeles City Coll., Calif.

Pub Date—Apr 81

Note—15p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Day Students, *Evening Students, Females, Language Dominance, Males, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students

A survey of day and evening students enrolled at Los Angeles City College (LACC) during Fall 1980 was conducted to gather information concerning students: (1) educational objectives; (2) college choice; (3) curricular interests; (4) educational background; (5) academic aspirations and plans; (6) interest in child care; (7) means of transportation; (8) employment; (9) use and evaluation of 12 college services; (10) family income; (11) current grade point average; (12) semesters in attendance at LACC; (13) credit load; and (14) demographic characteristics, including age, sex, marital status, ethnicity, predominant language spoken in home, and country of birth. The survey instruments were distributed in class by one-third of the instructors teaching courses at 9:00 a.m. or 7:00 p.m. on Wednesdays. The study report details the procedures of the study and compares the characteristics

of the sample and total college population. It presents the responses of day and evening students for each survey item and compares their responses to the Fall 1980 survey with their responses to similar surveys conducted in Fall 1978 and Fall 1976. In addition, the responses of male and female, English and non-English speakers, and day and evening students were compared on questions relating to educational objectives, academic interests, and employment. (JP)

ED 200 295 JC 810 237

Gregory, Judi A.

Utilization of Marketing Techniques in California

Community Colleges.

Pub Date—Mar 81

Note—20p.; Paper presented at the Annual Community College Research Conference of the California Community and Junior College Association (Monterey, CA, March 25-27, 1981). Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, College Administration, College School Cooperation, *Community Colleges, Community Services, Community Surveys, High School Students, Information Dissemination, *Publicity, *School Community Relationship, State Surveys, *Student Recruitment, Two Year Colleges

Identifiers—California, *Educational Marketing

A survey of the 107 California community colleges was conducted during Spring 1980 to assess the extent to which college administrators had adopted marketing techniques. The survey instrument listed 31 such techniques under six general categories: marketing surveys, direct advertising, public information, high school recruiting, community services, and administrative activities such as the establishment of a marketing task force. Respondents were asked to indicate: (1) which techniques had been used during the past two years; (2) their perceptions of the effectiveness of those techniques; and (3) which techniques the colleges were planning to use during the following year. Major findings, based on a 72% response rate, reveal that high school visitations, mailed class schedules, newspapers, news releases, and the provision of facilities for community use were the most frequently employed techniques. While the commitment of resources to marketing, the establishment of a marketing task force, and surveys of non-returning students were the least frequently used techniques, these three appeared in the list of activities the colleges most frequently planned to use. Among techniques that had been used, those falling under the administrative, public information, and community service categories and the highest effectiveness ratings. The study report analyzes findings and presents summary recommendations. (LP)

ED 200 296 JC 810 239

Smith, Jean Burr

Math Anxiety and the Student of the '80's.

Pub Date—81

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Community Colleges, Females, Males, *Mathematics Anxiety, *Relaxation Training, Stress Variables, Two Year Colleges

As colleges take on increasing numbers of non-traditional students who have had only minimal exposure to mathematics, instructors must alleviate patterns of math anxiety and math avoidance which impede academic success, and, in a technological society, limit career opportunities. Among the obvious causes of math anxiety are: instructors' insistence on the right answer; the need to perform math skills with speed; and the fact that math knowledge is cumulative. Less obvious factors are: the defeat experienced when a student cannot master the next highest level of math skills; the myth that some people are not "mathematically minded"; and the inability of some students to handle frustration. Still another dimension of math anxiety is the low math self-esteem of many women. Research shows that while there is no difference between men's and women's math ability, many women believe that women are more mathematically capable. Given these anxiety patterns, math instructors must concentrate more on enhancing students' self-confidence. While some may argue that the introduction of anxiety-reduction techniques may water down course content, a study at Middlesex Community College (CT)

has demonstrated that students experiencing such instruction continue to higher-level math courses more often than students in traditional courses. (JP)

ED 200 297 JC 810 240

Horvath, Ronald J., Ed.

Recruitment, Retention, Attrition Project.

Jefferson Community Coll., Louisville, Ky.

Pub Date—80

Note—10p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, *Classroom Environment, *Classroom Techniques, Community Colleges, *School Holding Power, Student Evaluation, Student Participation, *Student Role, *Student Teacher Relationship, Teacher Role, Two Year Colleges

Based on a series of faculty workshops conducted at Jefferson Community College (KY) in 1978 and 1980, this handbook outlines 95 practical suggestions for increasing student retention rates. After introductory material describing these workshops, the first 22 suggestions recommend ways to foster positive student/teacher interaction. Methods are suggested by which teachers can familiarize themselves with individual students, establish effective communication in the classroom, and openly recognize student contributions. The next 37 suggestions emphasize effective classroom management through the clear delineation of class objectives, student responsibilities, and course content, as well as through the use of proper instructional and evaluation techniques. Methods of encouraging cooperative, rather than competitive, relations among students are presented in the next seven suggestions. The handbook then delineates 24 suggestions for faculty-initiated activities that enhance student learning, including establishing personal contact with students experiencing difficulty and using the expertise of other instructors. The final 11 suggestions present strategies for increasing administrative involvement in the teaching/learning process. (JP)

ED 200 298 JC 810 241

Boyer, Ernest L., Levine, Arthur

A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay.

Carnegie Foundation for the Advancement of

Teaching.

Pub Date—81

Note—77p.

Available from—The Carnegie Foundation for the Advancement of Teaching, 1785 Massachusetts Ave., N.W., Washington, DC 20036 (\$6.95).

Pub Type—Opinion Papers (120) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Core Curriculum, *Curriculum Development, Educational History, *Educational Objectives, Educational Trends, Elective Courses, *General Education, *Human Relations, Outcomes of Education, *Postsecondary Education, Program Content, Social Organizations

The five chapters in this monograph discuss current issues in general education. Chapter I examines the weakness of general education programming, comparing general education to a spare room that has no agreed upon function. Chapter II notes the recent surge of interest in general education; examines the variety of social and educational problems general education is being called upon to solve; and compares this resurgence of interest with two earlier general education movements in the 20th Century. Drawing upon this historical analysis, Chapter III argues that the fundamental rationale for general education lies in the need to help students in today's fragmented society understand the human community to which they are accountable. Chapter IV critically examines current general education practices in terms of: course content; the place of general education in the curriculum; and the information, attitudes, and values students are expected to acquire through general education courses. Finally, Chapter V proposes a structure for general education curricula based on six areas of shared human experience: language, membership in groups and institutions, the activities of production and consumption, the scientific workings of the natural world, history, and the development of values and beliefs. Chapter V also discusses alternative delivery systems for general education and the receptiveness of students and faculty to increased general education programming. (JP)

ED 200 299 JC 810 249

Dezirola, Donna. Friedlander, Jack.

Community Needs Assessment Surveys. Fact Sheet No. 1.

ERIC Clearinghouse for Junior Colleges. Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 81

Contract—400-80-0038

Note—8p.

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, Community Colleges, *Community Study, Costs, Interviews, *Needs Assessment, Questionnaires, *Research Design, *Research Methodology, *Research Problems, Sampling, *Surveys, Two Year Colleges. Practical information is provided, in a question and answer format, for community college officials who are planning to conduct a community needs assessment. A brief discussion of the usefulness of needs assessment surveys to the college planning process is followed by descriptions of eight steps to be followed in planning and conducting a survey: (1) defining the purpose of the survey; (2) defining the survey population; (3) choosing a survey technique and determining the sample size; (4) drawing a random sample; (5) designing a questionnaire; (6) pre-testing the questionnaire; (7) administering the survey instrument; and (8) tabulating and analyzing the responses. Next, several methods of conducting surveys are considered and their advantages and disadvantages discussed. Mailed questionnaires, personal interviews, and telephone interviews are evaluated in terms of cost, respondent and interviewer bias, depth of information obtainable, response rates, interviewer training needs, and other areas. Next, model needs assessment surveys that have been conducted by community colleges are briefly described. A list of sources for additional information concludes the fact sheet. (JP)

PS

ED 200 300 PS 011 903

Yanagihara, Masafumi. Sako, Akihito.

Negative Component of Visual Evoked Potential in Children with Cognitive Processing.

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

Report No.—RIEC-RRB-13

Pub Date—Dec 79

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Cognitive Processes, Elementary Education, Foreign Countries, *Neurological Organization, *Visual Stimuli. Identifiers—*Japan, *Visual Evoked Potential.

This study investigates a negative component (N220) of visual evoked potential (VEP) which increases as certain cognitive processes are activated. Nine experimental conditions were designed by combining three stimulus and three task conditions. Letters were used as verbal stimuli, matrix patterns were used as nonverbal stimuli, and white light was used as a non-structural stimulus. Non-response, comparison and counting tasks were performed. Subjects were eight 8- and 9-year-old children who had normal visual acuity and average intelligence. All were right-handed and were confirmed to have neither EEG dysrhythmia nor neurological abnormality. Stimuli were presented for approximately 500 - 800 msec on a viewing screen placed 80 cm in front of the subjects. The VEP was recorded in the left parietal, the right parietal and the mid-occipital regions (by the International 10 - 20 method) using Ag - AgCl electrodes referenced to the left earlobe. Cortical activity was amplified by Nihon Kohden ME - 135D Polygraph and recorded on FM magnetic tape for later analysis. Results indicate that N220 increases under conditions of response task combined with structured stimuli. The increase is especially clear when same-different judgments are elicited with verbal stimuli. A clear fluctuation in the sensory non-specific parietal region is noted when compared to the sensory specific occipital region, indicating that N220 is not entirely due to physical characteristics of the stimuli. Rather, N220 reflects the endogenous process

necessary to perform the cognitive tasks. (Author/RH)

ED 200 301 PS 011 922

Family Life and Child Development: A Selective, Annotated Bibliography Cumulative Through June 1979.

Jewish Board of Family and Children's Services, New York, N.Y.

Pub Date—79

Note—89p.

Available from—Publications Department, Jewish Board of Family and Children's Services, Inc., 120 West 57th Street, New York, NY 10019 (Paper, \$3.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, *Child Development, Day Care, *Disabilities, Drug Abuse, *Family Life, Family Problems, *Learning Problems, *Marriage, Mental Health Programs, Poverty, *Sex Education, Social Problems.

This annotated bibliography includes a list of 362 books and pamphlets which relate to seven areas of child development and family life. These areas are marriage and the family, human development, sex education, disabilities, schools and learning, mental health education, and social problems and the family. Within these areas, entries are presented in alphabetical order and include book title, author's name, and price. An author and title index is provided at the end of the publication. (Author/MP)

ED 200 302 PS 012 005

Shinman, Sheila M.

Focus on Childminders: A Profile of the First Bunbury Drop-In Centres.

Inner London Pre-School Playgroups Association (England).

Pub Date—79

Note—28p.

Available from—Dr. Sheila M. Shinman, Department of Education, Brunel University, Kingston Lane, Uxbridge, Middlesex, UB8 3PH, England (20 pence, to cover postage and packing).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Caregivers, *Family Day Care, Foreign Countries, Improvement Programs, Preschool Education, *Program Implementation, *Teacher Centers, *Teacher Improvement. Identifiers—*Drop In Centres, England (London).

This report describes the development of two British projects designed to increase support to persons paid to care for unrelated children in their homes, and to improve the quality of childminding. Informal Drop-In Centres offering stimulating play experiences for the children under the guidance of a trained playleader/community worker were established in Lewisham and Islington—two areas known to contain many childminders caring for children under 5 years old. Bunbury Trust money was used initially to fund the projects. Social Services, the registry agency for childminders, funded the Lewisham and Islington projects after initial periods of 18- and 24-months, respectively. Descriptions are given of how the projects differed during the implementation process in terms of staffing, home visits to the childminders, the Drop-In Centre sites, and the transition from Bunbury sponsorship to Social Services sponsorship. Mistakes and disappointments encountered in the process of implementation are described for the purpose of aiding others working with childminders. It is suggested, in conclusion, that implementation of these projects has led to clarification of the childminders' needs and to the raising of standards of good quality care. (Author/JA)

ED 200 303 PS 012 018

Hidi, Suzanne. Bereiter, Carl.

Plausibility Versus Logical Necessity in Children's Verbal Reasoning.

Pub Date—Apr 81

Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Cognitive Ability, Elementary Education, *Elementary School Students, *Logical Thinking. Identifiers—*Conditional Logic.

Studies of children's verbal reasoning that are focused on the valid principles of conditional rea-

soning indicate that young children (1) draw inferences from logically unconnected semantically related statements; (2) arrive at conclusions on the basis of no presented evidence; (3) do not differentiate between definite and indefinite propositions; (4) never indicate uncertainty; and (5) do not comprehend conditionality. To investigate the invalid principles of conditional reasoning, further experiments were conducted. Conditional rules were presented through concrete instances from which children had to infer the rules, as opposed to the usual procedure of giving the rules verbally in the form of conditional statements. It was found that virtually all of the incorrect responses of third, fifth and sixth grade students were consistent with a biconditional interpretation of the rules (i.e., If x, then y and, if y, then x). These results seem to point to a switch in children's reasoning patterns. Reasoning to logically correct conclusions with valid principles requires staying within given information. Rejecting an invalid inference requires going outside the given information. Research has shown that, when performing tasks requiring reasoning with valid principles, young children err by going outside of given information. However, in failing to reject invalid inferences, children err by staying within the given information. (Author/RH)

ED 200 304 PS 012 047

Belme, Jillian

An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 7.

Macquarie Univ., North Ryde (Australia). School of Education.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands); New South Wales Dept. of Education, Sydney (Australia); New South Wales Health Commission, Sydney (Australia).

Pub Date—Feb 81

Note—44p.; For other reports, see PS 011 453, PS 011 843, PS 012 035-036, and PS 012 048.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Language, Comparative Analysis, Foreign Countries, *Language Acquisition, *Preschool Children, Preschool Education, *Program Content, Program Evaluation, *Syntax, *Vocabulary Skills.

Identifiers—*Australia, Mount Drutt Early Childhood Project.

The influence of five programs of the Mt. Drutt Early Childhood Project on the development of preschool children's vocabulary and syntactical skills was assessed in a pretest/posttest design. Programs differed in the amount of structure they imposed on the language experiences of the children and in the content they specified. Different measures were selected for assessing children's use of vocabulary and basic and elaborated syntax. Vocabulary was measured by the Circus I Test: What Words Mean. Basic syntax was assessed in the areas of the correct use of pronouns, tenses, voice, and subject/object relationships. Experimenters used three methods of measuring children's control of syntactic structures: imitation, comprehension, and production. Speech samples were collected to assess children's use of elaborated syntax. A controlled situation was used so that direct comparisons could be made between children enrolled in different programs. Indexes chosen to represent ability in elaborated syntax were the Noun Complexity Index and the Verb Complexity Index. In addition, the mean length of utterance was computed. The posttest data revealed significant differences in scores obtained by children in different programs in both the vocabulary test and the comprehension subtest of the syntax test. The practices of the different programs did not influence the children's syntactical development as measured by imitation and production. (Author/RH)

ED 200 305 PS 012 048

Belme, Jillian

A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 8.

Macquarie Univ., North Ryde (Australia). School of Education.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands); New South Wales Dept. of Education, Sydney (Australia); New South Wales Health Commission, Sydney (Australia).

Pub Date—Feb 81

Note—20p.; For other reports, see PS 011 453, PS

011 843, PS 012 035-036, and PS 012 047.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Foreign Countries, *Kindergarten Children, Measures (Individuals), Preschool Education, Research Problems, *Vocabulary Development

Identifiers—*Australia, Mount Druitt Early Childhood Project, Vocabulary Assessment Task

This study investigates the vocabulary development of preschool children in the five programs of the Mt. Druitt Early Childhood Project, New South Wales, Australia. A Vocabulary Assessment Task was designed to tap the customary style of reference used by preschool children in response to familiar objects, and to test the qualitative levels of the child's vocabulary in relation to selected referents. Objects used in the study were selected from familiar objects among the child's personal effects, his or her home environment, and those evident in a wider environment. The vocabulary tasks offered the opportunity for both naming and functional responses to occur. Spontaneous, productive and receptive responses were elicited. All responses were scored correct, incorrect or "don't know." The final sample of subjects consisted of 27 boys and 27 girls and was distributed across the five preschool programs. The data were analyzed using the Statistical Package for the Social Sciences Crosstabs Program. This analysis produced contingency tables for each level of response with a breakdown for the five programs and sex of respondent. No correlation was found when children's vocabulary task scores were compared with their scores on the Peabody Picture Vocabulary Test. Results indicate the pervasiveness of functional description in the language of preschool children. (Author/RH)

ED 200 306 PS 012 050

Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I. Foundation for Human Service Studies, Ithaca, N.Y.

Spons. Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C. Pub Date—31 Oct 80

Grant—90-C-1311

Note—449p. Some articles appearing in the attachment of the original document are copyrighted and therefore not available. They are not included in the pagination.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Black Youth, Case Studies, Data Collection, *Educational Attainment, *Educational Experience, Educational Practices, *Evaluation Methods, Grade Repetition, Information Dissemination, Longitudinal Studies, Low Income Groups, Measures (Individuals), Models, *Preschool Education, *Program Effectiveness, Program Evaluation, Socialization

This report from the Consortium for Longitudinal Studies summarizes findings of current analyses of the educational outcomes of low-income, primarily black children who did or did not participate in experimental early education programs in the 1960s. Data from 11 research projects provided information on approximately 3,000 low-income children. The data, collected over a 20-year period, included family background data; IQ test scores; school record data; youth interview data concerning achievement orientation and self-evaluation; parent interview data on parental aspirations for and satisfaction with their children; and post-high school education, training and job experiences. Preliminary analyses of data from three projects were performed on a variety of educational achievement variables. The major question addressed by the analyses was: Are there long-term effects of early childhood programs? Results indicate that early education leads to reductions in the rate of assignment to special education classes and reduction in rate of grade retention. Also presented in this report are the activities of the Consortium staff during fiscal year 1980 in the areas of dissemination of findings, data collection and analysis, as well as a summary of the work accomplished through 1979. A theoretical model of the schooling process is presented, with detailed descriptions of the system of equations and variables used in the study. Attachments A through F present related materials. Drafts of papers on Head Start program evaluation, research activities and findings of the Consortium, methods of evaluating program outcomes, and differential long-term effectiveness of early education are also included. (Author/RH)

ED 200 307

Biemiller, Andrew J.

Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers.

Pub Date—[80]

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Rating, Behavior Rating Scales, Foreign Countries, *Identification, Informal Assessment, *Interpersonal Competence, *Kindergarten Children, Personality Traits, Preschool Teachers, Primary Education, Student Characteristics, *Student Evaluation, *Teacher Attitudes

Identifiers—*Canada, Circus Assessment Battery, Ontario

This study reported a number of differences between kindergarten children perceived by their teachers to be "thriving," "average," or "not as yet thriving." Subjects were 340 4- and 5-year-old children from 59 kindergarten classrooms. Results indicated that the three groups of children differed in a wide range of teacher-rated developmental characteristics such as social skills with children and adults, some temperamental traits, self-confidence, involvement in activities, and frequency of seeking adult help. In addition, subjects were found to differ in language and academic skills assessed on CIRCUS tests, self-control, test taking strategies, seeking adult help as rated by testers, and activity preferences as rated by parents. (Author/JA)

ED 200 308

PS 012 055

Parent Imprisonment and Child Socialization Research Project. Final Report.

Howard Univ., Washington, D.C. Dept. of Psychology; Howard Univ., Washington, D.C. School of Social Work.

Spons. Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date—[78]

Grant—OCD-CB-475

Note—201p.; For Executive Summary, see PS 012 080.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Blacks, Children, Cognitive Ability, Comparative Analysis, Cross Sectional Studies, Employment Experience, *Family Characteristics, *Family Problems, Fatherless Family, Longitudinal Studies, *One Parent Family, Parent Attitudes, Parent Child Relationship, *Prisoners, *Social Influences

Identifiers—*District of Columbia

Conducted in response to the 7% increase in black female single-parent families during 1970 to 1975, this project systematically investigates the impact of parent-absence on the socialization of black children. Divided into four separate studies, the project concentrates on (1) community-social variables related to black parent-absent families; (2) perceptions by black female prisoners of the effects of separation from their children; (3) children's age at onset and duration of separation as they relate to father-absent children's performance on cognitive tasks; and (4) the effects of labor and employment on the female head-of-household. The introductory section of this report provides a rationale for the study, lists the overall goals of the study, examines relevant questions, and depicts the organizational structure of the project. The second section presents a theoretical overview, while the third, fourth, and fifth sections include discussions of the methodology, data collection, and analysis, respectively. The four studies are briefly reviewed in the sixth section. In the seventh section, the relationship of the four studies to the theoretical framework is considered. Dissemination and utilization activities are reported in the eighth section. The final section presents conclusions and proposes recommendations. Related materials, including interviewer's observation forms, are appended. Also appended are detailed reports of each of the project studies. (Author/RH)

ED 200 309

PS 012 059

Adoption Assistance and Child Welfare Act of 1980. Public Law 96-272, Ninety-Sixth Congress, H.R. 3434.

Congress of the U.S., Washington, D.C. House. Pub Date—17 Jun 80

Note—38p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

PS 012 053

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adoption, *Child Welfare, Day Care, *Federal Aid, *Federal Legislation, *Foster Family, *Social Services

Identifiers—*Aid to Families with Dependent Children, Social Security Act

The provisions of the Adoption Assistance and Child Welfare Act of 1980 (Public Law 96-272 of the 96th Congress) are delineated in this legislative bulletin. The primary purposes of the Act are (1) to establish a program of adoption assistance; (2) to strengthen the program of foster care assistance for needy and dependent children; and (3) to improve child welfare, social services, and aid to families with dependent children programs. Sections of Title I of the Act specify Federal payments for foster care, adoption assistance, and dependent children voluntarily placed in foster care. Title II includes sections on the permanent extension of provisions relating to child day care services as well as permanent extension of provisions relating to services for alcoholics and drug addicts. Title III is concerned with a variety of social security act provisions. (Author/RH)

ED 200 310

PS 012 061

Brown, Rexel E., Ed.

Vocabulary Development in the Classroom.

Evansville Univ., Ind. School of Education.

Pub Date—81

Note—69p.

Journal Cit—Journal of Children and Youth: Spr 1981

Pub Type—Journal Articles (080) — Guides - Classroom - Teacher (052) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aural Learning, Creativity, *Elementary Education, Learning Centers (Classroom), Lesson Plans, Resource Materials, Rural Education, Secondary Education, *Teacher Evaluation, *Teaching Methods, *Vocabulary Development

The first four articles of the Spring, 1981 issue of this journal focus on aspects of vocabulary instruction in elementary schools. The first article provides teachers with a sourcebook for teaching vocabulary. Weaknesses in vocabulary instruction and specific activities for developing vocabulary in depth, including questioning strategies, techniques utilizing semantic space, and structural analysis, are identified. Exemplary introductory lessons based on Osgood's categories of meaning responses are provided. Word origin, word play, word cues, vocabulary reinforcement exercises in content areas, learning stations and learning centers are also discussed. In the second article, techniques and guidelines for vocabulary development activities with children who absorb vocabulary auditorily are given. The third article describes a sixth-grade teacher's use of vocabulary exercises that were based on colorful words associated with current events. The fourth article provides a vocabulary instruction evaluation scheme that includes four dimensions of vocabulary type and four methods of teaching vocabulary. The final two articles present discussions of (1) research findings concerning creativity in young children, and (2) the educational needs of rural areas of the United States. (Author/RH)

ED 200 311

PS 012 063

Midwest Race Desegregation Assistance Center

Annotated Bibliography 1979.

Midwest Race Desegregation Assistance Center,

Manhattan, Kans.

Pub Date—79

Note—15p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Annotated Bibliographies, Books, Nonprint Media, *Racial Integration, *Resource Materials

In 31 pages this annotated bibliography lists the books, films, filmstrips, recordings and booklets available for temporary use at no cost, except for return postage, through the Midwest Race Desegregation Assistance Center (MRDAC). Included in each entry are the following items: name of author, editor or compiler; title; name, address and telephone number of publisher; purchase price; description of material; level of use (e.g., elementary school, high school); and the group of educators (e.g., teachers, administrators, counselors) most likely to find the materials useful. (Author/RH)

ED 200 312

PS 012 065

Grant, D. R. B.

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean, Volume I: Literature in Retrospect.

Bernard Van Leer Foundation for Early Childhood Education (CECE), Kingston, Jamaica.

Pub Date—80

Note—98p.; Colored pages may not reproduce clearly.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bibliographies, Child Abuse, Child Neglect, *Disadvantaged Environment, Discipline, *Family Life, Foreign Countries, *Individual Development, Literature Reviews, Marriage, Nutrition, Parent Role, Play, *Social Behavior, *Social Problems, Social Services, Social Values

Identifiers—*Caribbean Islands, Superstition

This literature review focuses on the conditions of life and aspects of the behavior of people in areas of the English-speaking Caribbean. The review is based on books, reports and papers which discuss broad features of sociological problems, the impact of academic changes on individuals and the consequences these changes have on people's socioeconomic status. Additionally, the review identifies similarities and differences in living conditions on the islands and attempts to ascertain the relationship between these conditions and the development of children. Other topics discussed include family patterns, parental roles, marital status and behavior, feeding and nutrition, separation from and abandonment of children, values and attitudes, discipline of children, play and early stimulation, provisions for "educare" and protection, and legislation relating to children and families. (Author/RH)

ED 200 313

PS 012 066

Grant, D. R. B.

Living Conditions of Some Basic School Children: Pointers to Disadvantage.

Bernard Van Leer Foundation for Early Childhood Education (CECE), Kingston, Jamaica.

Pub Date—74

Note—130p.; Not available in print copy because of reproducibility of colored pages.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Early Childhood Education, *Economically Disadvantaged, *Family Environment, Foreign Countries, *Living Standards, Parent Attitudes, Parent Child Relationship, Questionnaires, *Rural Urban Differences, *Sex Differences, Socioeconomic Status, Surveys, Tables (Data), *Young Children

Identifiers—Jamaica

This study, conducted by the Bernard Van Leer Foundation Project for Early Childhood Education (PECE), presents the results of a survey which was carried out to identify home deficits in socioeconomically disadvantaged children's preparation for schooling. The study was conducted in Jamaica during July, August, and September, 1970, and was restricted to households with 4- to 5-year-old children enrolled in the Basic Schools in Kingston, St. Andrew, St. Thomas, and Portland parishes. Section I, titled, "Deficit Hypothesis," gives a broad introduction to the factors which are indicative of home deficits of typical Basic School children as seen through the eyes of the PECE staff. Included in the introduction are descriptions of the neighborhood, housing and family size, household employment and earning, the use of rewards and punishment by parents, and parents' level of education. The findings of the study are presented in tabular form in Section II. No statistical operations have been performed on the data. (Author/MP)

ED 200 314

PS 012 068

Ediger, Marlow

Helping Your Child Achieve in School.

Note—53p.; Best copy available.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Basic Skills, Elementary Education, Elementary School Students, Guidelines, Junior High School Students, *Learning Activities, *Mathematics Materials, Parent Responsibility, *Parent Role, Preschool Children, Press Opinion, *Reading Instruction, *Writing Exercises

The five chapters of this paper focus on ways parents can help their preschool and elementary school-age children acquire basic skills in reading,

writing, mathematics, and other curriculum areas. The first chapter describes eight misconceptions that lay writers have about learning in school settings. The second chapter outlines methods parents can use to help preschool and kindergarten children achieve in reading. Cooperation between parents and teachers is emphasized. Chapter Three offers (1) writing experiences for preschool and early primary grade pupils, (2) writing experiences for late primary grade pupils, and (3) writing activities for intermediate and upper grade pupils. The fourth chapter suggests learning activities for primary and upper grade students. Ways parents can help their children achieve in curriculum areas such as social studies, science and health are briefly suggested in the fifth chapter. (Author/RH)

ED 200 315

PS 012 069

Sobesky, William E. And Others

Dimensions of Child Temperament in School Settings.

Pub Date—Apr 81

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Early Childhood Education, Factor Structure, *Kindergarten Children, Measures (Individuals), *Personality Assessment, Personality Development, *Personality Traits, *Preschool Children, *Teacher Attitudes, *Test Validity

Identifiers—*Teacher Temperament Questionnaire

The purposes of this study were (1) to determine the factor structure of the Teacher Temperament Questionnaire (TTQ); and (2) to use this questionnaire as an instrument to determine if the factor structure of the TTQ corresponded to the New York Longitudinal Study (NYLS) temperament qualities. The TTQ, consisting of 64 behavioral items, measures teachers' perceptions of the child's characteristic style of interacting with the school environment. For each of the eight NYLS temperament qualities there were eight TTQ items. Forty preschool and kindergarten teachers completed the TTQ for each child in their classrooms. Three hundred and sixty-six children were rated. Results clearly indicated overlap between the NYLS qualities and the TTQ on five of the eight factors: Focused-Distractive, Outgoing-Reserved, Placid-Assertive, Energetic-Quiet, and Responsive-Unresponsive. Correlations between the five factors and age and sex indicated that while sex was not significantly related to any of the five factors, older children were significantly more focused, less responsive, and less placid. (Author/MP)

ED 200 316

PS 012 074

An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Spons Agency—McInery Foundation, Honolulu, Hawaii.

Pub Date—Feb 81

Note—36p.; For related documents, see ED 196 549 and PS 012 006.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Class Activities, *Enrichment Activities, Experiential Learning, *Field Trips, Parent Child Relationship, *Parent Participation, Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation, Primary Education, Program Descriptions, *Program Effectiveness

Identifiers—Hawaii, *Project Follow Through

Designed to be used in conjunction with the original handbook (May, 1980), this addendum reports on a final series of activities (conducted during the first semester of the 1980-81 school year) that involved parents in primary school activities as part of the Hawaii Follow Through Project. A total of 243 parents participated as observers, learners, and resource demonstrators for the field trips and classroom projects. Descriptions of the 11 parent involvement activities included the following information: those who participated; ways the parents participated; significant highlights of the parent-child interactions; and the follow-up activities. (Author/JA)

ED 200 317

PS 012 075

Conrad, Debbie

Fathering: The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development.

Debon, Inc., Bloomington, Ind.

Pub Date—81

Note—63p.; ED 187 459 is an earlier version of Chapter I of this document.

Available from—Debon, Incorporated, 4503 North Northwoods Lane, Bloomington, IN 47401 (\$6.95; 10% discount for orders over 10 copies). Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Children, *Fatherless Family, *Fathers, *Individual Development, *Parent Child Relationship, *Parent Role, Personality Development, Preschool Children, Sex Role

Identifiers—Parent Behavior

Information about the influence fathers have on their children's development is provided in this booklet. Chapter One reviews research focused on father-absence and inadequate fathering. Societal expectations for fathers, paternal deprivation, children's emotional, cognitive and social development as well as sex-role adjustment are briefly discussed. Chapter Two provides an anecdote showing how one father influenced his daughter's self-concept. Chapter Three reports the results of a study of the relationship of four father behaviors (promotion of independence, strictness, use of reward, aggression and punishment) to masculinity-femininity preference scores of 4-year-old nursery school children. Chapter Four suggests several ways parents can positively influence their children's school achievement. The concluding chapter provides answers to 10 questions fathers frequently ask about fathering. (Author/RH)

ED 200 318

PS 012 076

Stone, James C. And Others

Mele-Maat: First Year Evaluation of a British Primary School in New Hebrides.

Spons Agency—South Pacific Commission, Noumea (New Caledonia).

Pub Date—30 Jul 80

Note—81p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Assessment, Educational Environment, Educational Facilities, *Educational Practices, Elementary Education, *English (Second Language), Foreign Countries, Interviews, *Language of Instruction, Observation, *Program Effectiveness, *Program Evaluation, Reading Achievement, *Second Language Programs, Speech Evaluation, Student Attitudes, Teacher Attitudes, Teacher Evaluation, Teaching Styles, Writing (Composition)

Identifiers—*New Hebrides

The purpose of this study was to evaluate the effectiveness of (1) English as the medium of instruction and (2) the teaching of English as a Second Language (ESL) in Mele-Maat School, a British primary school located on Hideaway Island, New Hebrides. The evaluation was conducted by a panel of ESL specialists who observed, recorded, and then evaluated the activities of each class. Pupils' reading and listening achievement in ESL was measured by The Micronesian Achievement Test Series and by the Gap Reading Comprehension Test. Teachers' and pupils' written and oral abilities in ESL were measured respectively by an examination of written and tape-recorded samples from each class. Interviews, case studies, and questionnaires were also used as evaluation instruments. Among the findings, ESL teaching and using English as the medium of instruction were found to be above average as compared to other village schools in developing countries. Instruction, however, was too rigid, textbook-bound, whole-class directed, and limited to the formal environment of the classroom. While teachers' oral speech was usually understandable, both teachers and pupils used subject/verb errors, mispronounced and used inappropriate words, and spoke in phrases or single words rather than in sentences. In general, teachers and pupils expressed positive attitudes toward both the learning and teaching of English, and toward English as the medium of instruction. Recommendations regarding each finding are presented. (Author/MP)

ED 200 319 PS 012 080**Parent Imprisonment and Child Socialization Research Project. Executive Summary.**

British Library, London (England). Research and Development Dept.; Howard Univ., Washington, D.C. Dept. of Psychology.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date—[78]

Grant—OCD-CB-475

Note—57p.; For Final Report, see PS 012 055.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Blacks, Comparative Analysis, Cross Sectional Studies, *Family Characteristics, *Family Problems, Fatherless Family, Longitudinal Studies, Measures (Individuals), *One Parent Family, Parent Attitudes, Parent Child Relationship, *Prisoners, Projective Measures, *Social Influences, Theories

Identifiers—"District of Columbia, Transactional Analysis

This executive summary reports on an investigation of the impact of parent-absence on the socialization of black children. Four different studies were conducted by the Parent Improvement and Child Socialization Project among respondents identified through lists of inmates supplied by the D.C. Department of Corrections and by visits to penal institutions in the Washington Metropolitan area. In the first study specially-designed culturally relevant questionnaires were used to follow the academic and personality development of a group of black children through three years of schooling. The second study employed a Transactional Analysis approach to assess ways black female prisoners viewed separation from their children. In the third study, 121 children of separated, divorced and incarcerated parents were examined on several intellectual/academic achievement performance variables. The fourth study examined types of single-parent families in relationship to employment/unemployment, knowledge and availability of supplemental child care, community involvement, absent-spouse status and effects of maternal employment on the child. Among the five categories of parent absent families (divorce, desertion, separation, death and incarceration) differences were observed in two major areas: (1) socio-psychological variables affecting parent-absent families, and (2) the impact of various social systems and their interaction with the family. (Author/RH)

ED 200 320 PS 012 081

Embry, Dennis D.

Can Storybooks Really Change Behavior?

Kansas Research Inst. for the Early Childhood Education of the Handicapped, Lawrence.

Report No.—ECI-137

Pub Date—80

Note—19p.; Paper presented at the meeting of the Association for Behavior Analysis (Dearborn, MI, 1980).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement, *Behavior Change, Books, *Childrens Literature, *Comprehension, Early Childhood Education, *Language Acquisition, Research Needs, *Traffic Safety

This review of research points out how storybooks may affect a variety of children's behaviors, including language, achievement, and pedestrian skills. Additionally, ways that children's comprehension of storybook material may be increased are indicated. Directions for future research and practice are suggested. (Author/RH)

ED 200 321 PS 012 082

Nelson, Charles A.

Infants' Perception of Visual Movement: A Review and Theoretical Analysis.

Kansas Research Inst. for the Early Childhood Education of the Handicapped, Lawrence.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—ECI-139

Pub Date—Jun 80

Contract—300-77-0308

Note—70p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Anatomy, *Infants, Literature Reviews, Models, *Motion, *Physiology, Psychomotor Skills, *Theories, *Visual Perception, Visual Stimuli

Identifiers—*Evidence

Highlighting current literature concerning infants' ability to perceive motion, this paper discusses the sensory apparatus that makes motion perception possible. Reviews of the physiology, anatomy, and sensory capabilities of the infant's visual system, as well as a discussion of the neural physiological mechanisms that govern the visual system, are included. The implications of infants' motion perception for their development are discussed. The concluding section reviews several theories of motion perception, and evaluates their efficacy in explaining the infant's perception of movement. Finally, a model of infant motion perception is proposed, and suggestions for future research are offered. (Author/MP)

ED 200 322 PS 012 083

Embry, Dennis D. Malfetti, James L.

The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."

Kansas Research Inst. for the Early Childhood Education of the Handicapped, Lawrence.

Spons Agency—AAA Foundation for Traffic Safety, Falls Church, Va.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—ECI-138

Pub Date—Jun 80

Contract—300-77-0308

Note—68p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accident Prevention, *Imitation, Inhibition, Observational Learning, Parent Responsibility, Pedestrian Traffic, *Preschool Children, Preschool Education, *Research Methodology, *Safety Education, Story Reading, *Traffic Safety

A reduction of children's play in the street was the goal of this study, the first in a series of studies designed to reveal possible solutions to pedestrian and motor vehicle accidents. The effects of specially designed storybooks (read to children at preschool) on the frequency and duration of children's on the street behavior when playing near their homes were examined. Using a multiple baseline design across subjects, observations were made of four preschool-age children's frequency and duration of play in the street, the presence of their peers, and the quantity and quality of parental supervision. The setting for the observation was a high traffic area near a large apartment complex. Results indicated that reading the storybooks had a temporary effect on decreasing both the frequency and the duration of the children's play in the street. Reasons for the short-lived effects were hypothesized, and various ancillary findings were discussed, including suggestions for making the results more durable. References are included and a sample outdoor data observation sheet is appended. (Author/JA)

ED 200 323 PS 012 085

Embry, Lynne H. Martin, Carolyn

Practical Parenting Instructional Code. Revised Edition.

Kansas Research Inst. for the Early Childhood Education of the Handicapped, Lawrence.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—ECI-146

Pub Date—Apr 80

Contract—300-77-0308

Note—31p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Rearing, *Children, *Definitions, Instruction, *Interaction, *Observation, Parent Child Relationship, *Parents

Identifiers—*Coding, Observation Schedules, *Recording Rules (Observation)

Definitions and recording rules for use in observing parent/child interaction are stipulated in this codebook. Settings and behaviors of focal concern are those associated with the type and amount of instruction provided by parents to children. Definitions are established for setting, parent behavior and child behavior variables. The four "settings" (types of interactions) defined are instructional training, free play, high instruction, and independent play. Parent behaviors defined are task-relevant instruction, physical abuse, parent attention, positive verbal statements, time out instruction and withholding of attention. Child behaviors defined are appropriate or inappropriate child behavior and aggression. Rules are given for recording parent and child

behavior, including the use of coding symbols. The rules stipulate when and how observations are to be made. For example, "Using a stopwatch, the observer will simultaneously record parent and child behaviors in consecutive blocks of 10 seconds. The recording will be on a double grid. A behavior will be recorded in the interval in which it occurs. A behavior may be scored only once per interval with the exception of parent attention (0), which may be recorded once to each child behavior recorded in any single interval." (Author/RH)

ED 200 324 PS 012 086

Becker, Judith A. Perlmutter, Marion

Development of Preschoolers' Learning, Retention, and Generalization of Concepts.

Minnesota Univ., Minneapolis. Inst. of Child Development.

Spons Agency—Minnesota Univ., Minneapolis. Center for Research in Human Learning; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Sep 80

Grant—NICHHHD-HD-00098; NICHHHD-HD-01136; NICHHHD-HD-07151; NICHHHD-HD-11776

Note—23p.; Paper presented at the Annual Meeting of the American Psychological Association (88th, Montreal, Quebec, Canada, September 15, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Concept Formation, *Discrimination Learning, Pictorial Stimuli, *Preschool Children, Preschool Education, *Recognition (Psychology), *Retention (Psychology), *Stimulus Generalization

Identifiers—Response Criteria

This study, which indicates that both age and variation in training affect children's concept formation, provides a basis for explaining the effect of age. Sixty-four 4- and 5-year-olds learned three novel concepts (animal-like, plant-like, and machine-like). Subjects were presented with either four different examples of each concept (multiple item training condition) or with one example of the concept which was repeated four times (single item training condition). Following acquisition, children identified a set of recognition, generalization, and discrimination items. Neither age nor training condition affected rate of acquisition. Age and training condition affected all other measures (recognition, generalization, and discrimination). Older children and children trained with multiple items generalized more but discriminated less than did other children; these results were obtained even when recognition differences were accounted for. The pattern of results suggests that developmental changes in concept generalization may be due to changes in the liberality of children's response criteria rather than to changes in memory or the ability to abstract information. (Author/MP)

ED 200 325 PS 012 087

Lofgren, Horst. Ovinen-Birgerstam, Pirjo

A Bilingual Model for the Teaching of Immigrant Children.

Lund Univ. (Sweden). Dept. of Education.

Pub Date—[80]

Note—37p.; For related document, see PS 011 867.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Achievement Rating, *Bilingual Education, Comparative Analysis, Elementary Education, *Elementary School Students, Foreign Countries, *Immigrants, *Instructional Innovation, *Language Acquisition, Language of Instruction, *Language Proficiency, Longitudinal Studies, Second Language Instruction, Teaching Methods

Identifiers—Finnish Speaking, *Sweden, Swedish Speaking

This report presents results of research conducted in conjunction with a Swedish project focused on the bilingual instruction of immigrant children. The main aim of the project was to construct a model for teaching children with a mother-tongue other than Swedish (in this case, Finnish) in a way that would provide them the same educational and developmental opportunities as Swedish children. The report discusses the teaching model used by the project for the first three years of comprehensive schooling and the effects the model had on the progress of the children. The teaching model used in the project combined in one class a group of Finnish

pupils and a group of Swedish pupils. The immigrant pupils were taught by both a teacher speaking their mother-tongue and a Swedish teacher who also instructed the Swedish-speaking pupils. Four cohorts of Finnish immigrant children born in successive years between 1966 and 1969 participated in the project and the research. Cohorts were formed by offering free places in a bilingual preschool program. The original number of children in each cohort was between 11 and 15. Data, collected continuously from 1972 to 1979 for the four cohorts, consisted of Finnish and Swedish school and language proficiency tests, teachers' observations and ratings, intelligence tests, and interviews with parents. The results of several different comparisons of populations and explorations of relationships between variables are reported. (Author/RH)

ED 200 326 PS 012 088
Das, Ajit K.

Parents' View of Parent Involvement in Early Education Programs.

Pub Date—Oct 80

Note—17p. Paper presented at the Annual Conference of the Minnesota Association for the Education of Young Children (Minneapolis, MN, October 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Comparative Analysis, *Day Care, Day Care Centers, Educational Objectives, Nursery Schools, *Parent Attitudes, *Parent Participation, *Parent Role, Preschool Education, Surveys

Two groups of parents (N=300) with children enrolled in either private nursery schools or public day care centers were surveyed to determine their attitudes and needs in regard to parent involvement programs. A 46% rate of response was received. Of those responding, 98% favored such programs, at least as far as parent discussion groups were concerned. Approximately 45% said that they would like to be more actively involved and suggested a variety of ways in which they could work with children in the classroom. It was also found that parents were generally in agreement with the goals of the preschool programs in which their children were enrolled. There were some significant differences between the two sets of parents in regard to their primary reason for sending their child to the preschool, and their particular needs for new knowledge and skills for child rearing. (Author/MP)

ED 200 327 PS 012 091
Evans, Ellis D.

Update and Implications of Early Personal-Social Learning.

Pub Date—Mar 81

Note—32p. Paper presented at the Annual Association for Supervision and Curriculum Development Conference (St. Louis, MO, March 7-10, 1981).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Development, *Early Childhood Education, Early Experience, Emotional Development, *Infants, Interpersonal Competence, Literature Reviews, Parent Influence, Personality Development, *Psychological Studies, *Social Development, *Socialization, Young Children

Recent research about children's early personal-social learning and development is reviewed in relation to three basic psychological questions. The first concerns extent of stability or consistency in stylistic patterns of personal-social behavior across infancy, the preschool years, and the early school years. The second concerns current knowledge about possible antecedents or sources of individual differences in patterns of personal-social behavior, and the third deals with alterability—that is, our understanding of the conditions under which personal-social behavior may be justifiably changed. Major emphasis is placed upon this third question and implications of the current research for education and teacher-training are drawn. (Author/MP)

ED 200 328 PS 012 092

Greene, Jane G. Black, Glenda P.

A Study of How Restrictive Rental Practices Affect Families with Children.

Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.—HUD-PDR-592

Pub Date—Aug 80

Contract—H-5213

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 023-00-00634-1, \$2.25).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, *Family (Sociological Unit), Family Income, *Family Problems, *Housing Discrimination, Low Rent Housing, National Surveys
Identifiers—*Discrimination against Children, *Rental Housing Policies

In January 1980, the National Neighbors (NN) conducted a survey to determine the types of difficulties that families with children experience in the rental housing market due to exclusionary rental policies. In order to reach the families who experience such problems, NN ran public service announcements on television and radio stations inviting persons discriminated against to call a toll-free number and tell of their experiences. Five hundred and fifty-four people from several metropolitan areas (Los Angeles, Atlanta, Dallas/Fort Worth, Hartford, Oklahoma City and Columbus, Ohio) responded to the announcements. Among the findings, 99 percent of the respondents reported that they had difficulty in finding a place to live because of no-children policies. Most of the respondents complained that rental housing which accepts children is either too expensive or substandard, and sometimes both. When controlling for an income level of \$15,000 and above, it was found that there was a significant difference between the housing problems experienced by minorities and those experienced by whites, with minorities reporting serious problems more often. These findings suggest that restrictive rental policies against children seriously affect the lives of a very diverse group of families—small and large, middle-class and poor, blacks and Hispanics. (Author/MP)

ED 200 329 PS 012 093

James, Sharon L. And Others

Talking with Your Child: A Manual for Parents.

Note—21p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Language, Guidelines, *Language Acquisition, *Learning Activities, *Parent Role, *Speech Skills

This manual is designed to help parents facilitate their children's language development. It is divided into five sections based on different levels of language development that extend from children's early use of sounds to their production of four and five word sentences. Each section contains a brief general description of children's speech and language, suggestions on how to talk to children and what to talk to them about, and finally, some activities to stimulate children's speech and language usage. (Author/MP)

ED 200 330 PS 012 094

Reifel, Stuart

Five Views of the Child in Educational Decision-Making.

Spons Agency—California Univ., Los Angeles.

Pub Date—80

Note—12p. Sponsored through the Bush Foundation Program in Child Development and Social Policy.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Classification, *Decision Making, *Educational Planning, Elementary Secondary Education, *Program Development
Identifiers—*Conceptual Models

Five different views of the child can be discerned in educational literature. These views reflect five roles that the child can be seen as taking in the classroom: community member, information processor, person, recipient and object. Anyone who considers an educational program in light of these five views will probably find that the program incorporates more than one. At some point in the development of an educational program, the child

might be considered in terms of each of these views. Thus, the five views can be used as a screen to evaluate program statements in terms of how the child is viewed, or as a research tool in analyzing categories of program statements. Currently the five views are being used in considering state guidelines for teacher preparation. (Author/RH)

ED 200 331 PS 012 099

Perry, Kathryn Senn

Child Care Centers Sponsored by Employers and Labor Unions in the United States.

Women's Bureau (DOL), Washington, D.C.

Pub Date—80

Note—10p.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Day Care, Employer Employee Relationship, *Enrollment, Financial Support, *Incentives, *National Surveys, *Parent Participation, *Program Administration

To gather information helpful to employers and labor representatives considering support for employee child care services, a survey of 305 employer-sponsored child care centers throughout the United States was conducted in 1978. This report presents, and in some sections updates, findings of the survey. Responses indicate that successful employer-sponsored day care centers are attended by children whose parents work in professional as well as skilled white- and blue-collar positions. Facilities and/or services are provided by the employer for use by the child care center, and employees use automobile transportation to bring their children to the center. Employer-sponsored child care is usually located close to the work place, has flexible operating hours to match employee working hours, and costs parents less than alternative centers. In the survey, 64% of civilian and 97% of the military centers provided infant care, and many of both types of centers provided after-school care for older children in addition to care for 3- to 5-year-olds. Benefits to the employer were found to include an increase in the ability to attract employees, lower absenteeism and job turnover, a more positive attitude of the employees toward both employer and work, favorable publicity, and an improvement in community relations. In conclusion, some problems which are causing centers to close are indicated. (Author/RH)

ED 200 332 PS 012 101

Hill, Robert R. And Others

Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980 Administration.

South Carolina State Dept. of Education, Columbia.

Pub Date—Dec 80

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Comparative Analysis, Educational Research, Educational Resources, *Elementary School Students, Grade 1, *Identification, *Learning Readiness, Measures (Individuals), Primary Education, School Readiness
Identifiers—*Cognitive Skills Assessment Battery, South Carolina

This document reports the preliminary results of the Fall, 1980 administration of the Cognitive Skills Assessment Battery (CSAB) to all first grade students in South Carolina. This battery was administered in accordance with the mandate of the 1978 Act 631 of the state legislature. The CSAB is an individually administered readiness battery requiring approximately 25 to 30 minutes per child for administration and which includes items related to the 18 kindergarten objectives of the State of South Carolina. Guidelines for interpreting the test data are provided and results of the 1979 and 1980 assessments are compared. Finally, district and state programs, resource materials and publications for meeting the needs of "not ready" students are indicated. (Author RH)

ED 200 333 PS 012 102

Reifel, Stuart

The Development of Symbolic Representation: The Case of Building Blocks.

Pub Date—Apr 81

Note—20p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Child Language, *Cognitive Processes, *Concept Formation, Early Childhood Education, *Language Proficiency, Play, Sex Differences, *Young Children

Identifiers—Blocks, *Symbolic Representation

The symbolic representational block constructions of twenty 4-year-olds and twenty 7-year-olds were analyzed from Werner and Kaplan's (1963) theoretical perspective. Each child was read a story and then asked to use the blocks to represent the story. Older children included in their representations a larger number of features that were central to the story. The older children's representations also consisted of story-relevant materials, while the younger children included irrelevant material. The younger children's block representations were structurally more global and diffuse. Findings are discussed in terms of the theoretical relationship of representation to a given referent and of early concept development. (Author/MP)

ED 200 334

PS 012 104

Gray, Dianne Elaine

The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.

Pub Date—Apr 81

Note—19p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aggression, *Behavior Development, *Classroom Environment, Cooperation, Dramatic Play, Emotional Experience, Intervention, *Preschool Children, Preschool Education, *Preschool Teachers, Prevention, Prosocial Behavior, *Teacher Role

The purpose of this paper is to explore the role of the preschool teacher in dealing effectively with aggression in the classroom setting. First, assertiveness, aggression and hostility are differentiated and theories of aggression are reviewed. Subsequently, social, home, family, and temperamental factors influencing aggressive behavior of preschool children are discussed. In the final chapter preventive and interventive approaches to dealing with aggression in the classroom are suggested. Preventive measures suggested include the control of space and room arrangement, the control of time, and the reinforcement of altruistic and appropriate behaviors. Intervention approaches advocated include emotional release through physical activities, the controlled use of sound to direct emotional states, and dramatic play. In conclusion, four steps of teacher intervention for leading non-playing aggressive children toward participation in cooperative social play are described. (Author/RH)

ED 200 335

PS 012 105

LaVeck, Beverly And Others

Minor Anomalies and Behavior in Different Home Environments.

Pub Date—Apr 81

Note—20p.: Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Development, *Cognitive Development, *Congenital Impairments, *Family Environment, Longitudinal Studies, Measures (Individuals), Neonates, Parent Influence, *Perinatal Influences, Predictor Variables, *Young Children

This study presents research findings of a four year study intended to identify infant and family characteristics which, singly or in combination, predict developmental problems during preschool and school years. Predictors included a variety of measures of parental and neonatal biological conditions as well as measures of the quality of the social environment. These included tests of development and cognitive functioning (such as the Bayley Scales of Infant Development and the Stanford Binet Intelligence Scale), and assessments of social functioning based on parental reports. The initial sample consisted of 193 first-born infant/mother dyads who were enrolled in a pre-paid health insurance cooperative in Seattle, Washington. In general, correlations of weighted minor congenital anomalies scores with neonatal variables (birthweight, gestational age, and medical risk), behavior and cognitive measures, and level of home stimulation were all low. It was concluded that minor congenital anomalies are not important predictors of development during the

course of childhood, given the important mediating effects of the psychosocial environment.

ED 200 336

PS 012 106

Spodek, Bernard Nir-Janiv, Nechama

Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.

Pub Date—Apr 81

Note—18p.: Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Cooperation, Foreign Countries, *Inservice Education, *Kindergarten, *Preschool Teachers, Primary Education, *Program Descriptions, Program Evaluation, Seminars, *Supervisors, *Supervisory Training

Identifiers—Habermas (Jürgen), *Israel, Project HEVRA, Reflective Thinking

This paper reports on the implementation and informal evaluation of Project HEVRA—a cross-cultural inservice education program provided to supervisor/advisers of kindergarten teachers in Israel. Through inservice seminars initiated by an American consultant in conjunction with Israeli counterparts and through a series of monthly meetings, supervisor/advisers were provided with a framework for evaluating kindergarten programs. Supervisor/advisers in turn helped teachers explore their teaching practices and beliefs about these practices in small group seminars and discussions. Teachers were helped to become more reflective of their practices, to identify the theories underlying their practices and to assess the consistency of their practices with these theories. Teachers were encouraged to view kindergarten instruction as a problematic situation involving choices of alternatives, not as the implementation of a preformed, preselected program. Three HEVRA programs, formed during the period from 1977 through 1980, are described in the fourth section of the paper. Self-report evaluation data from program participants are given for each of the three programs. Favorable responses and comments suggest that the program did have an impact on how supervisor/advisers related to teachers and that the impact was in the direction intended. (Author/RH)

ED 200 337

PS 012 107

Spodek, Bernard

Pressures That Promote Curriculum Schemes in Kindergarten.

Pub Date—Apr 81

Note—12p.: Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Change, Educational Development, *Educational Objectives, *Educational Practices, Educational Testing, Educational Trends, *Kindergarten, Primary Education, *Social Influences, Teacher Education

Whereas in the past innovations in the education of younger children have led to changes in the education of older children, the direction of influence now appears to have changed. The influence on the kindergarten by the primary grades seems to be changing kindergarten practice. In reconstituting the kindergarten to make it more responsive to the needs of primary education, a number of strategies have been taken. One is to adopt prescribed prepared educational programs that are a downward extension of textbook series in academic areas. Other kindergarten-specific, prescriptive programs have been designed to ensure that children will learn prerequisites necessary for success in later school learning. A number of influences have led to the present situation. Among the influences are the following: (1) kindergarten attendance has become the rule rather than the exception; (2) there have been major shifts in the orientations of early childhood curriculum; (3) there have been parallel shifts in developmental theories used to justify early childhood curriculum; (4) there has been a societal press to offer academic instruction at an early age; (5) there has been an increase in the use of standardized achievement tests in evaluating the educational progress of young children; and (6) many kindergarten teachers are inadequately prepared to be effective early childhood curriculum makers. (Author/RH)

ED 200 338

PS 012 118

Shapiro, Edythe R.

Stability and Change in Teacher-Pupil Directive Interactions.

Pub Date—Apr 81

Note—37p.: Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Observation Techniques, Communication Research, *Kindergarten Children, Longitudinal Studies, *Preschool Teachers, Primary Education, *Student Reaction, *Student Teacher Relationship, *Teacher Behavior, *Verbal Communication

Identifiers—*Directive Speech

A longitudinal investigation of teacher-pupil directive interactions in kindergartens was designed to study stability, change, and structures underlying classroom directive exchanges. Three kindergarten classes were observed four times during a school year. Teacher directives were classified as to type and clarity, while concomitants of 748 teacher directives were analyzed. Results revealed stable patterns of directive interactions, within which gradual changes occurred over time. Teachers became more indirect while children's responses became more appropriate. Apparently kindergarten teachers provide stability, predictability and redundancy in directives while moving children toward the "normal forms" of directive exchange in school and society. (Author/RH)

ED 200 339

PS 012 119

Arnold, Richard D. Lamb, Pose

Segmentation Skills of Young Children.

Pub Date—Apr 81

Note—12p.: Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Child Language, *Kindergarten Children, *Language Acquisition, Language Skills, *Preschool Children, Preschool Education, Pretests Posttests

Identifiers—*Segmentation Skills

The purposes of this study were to determine (1) whether 3-, 4-, and 5-year-old children can segment words, and (2) whether they can profit from instruction in segmentation. In the first phase of the study, all subjects (N=68) received a 28 word test designed to assess children's performance on four different segmentation tasks. Since the children could not read, test items were illustrated and presented orally with appropriate distractors. In the second phase, children who did not attain the criterion of 80% correct on the pre-test, received instruction in segmentation tasks and a post-test. ANOVAs and post hoc procedures yielded the following results: significant differences were found in the performance of 3-, 4- and 5-year-olds; significant differences were found among the four segmentation tasks; subjects learned from instruction in segmentation; certain tasks were easier than others; and disyllable tasks appeared somewhat easier than monosyllable tasks. (Author/MP)

ED 200 340

PS 012 124

Adams, Kay A. And Others

The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia.

Pub Date—Jan 81

Note—67p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Contraception, Cooperative Programs, Coordination, Eating Habits, *Health Education, Health Programs, Health Services, *Infants, *Mothers, Nutrition, *Pregnancy, *Program Effectiveness, *Program Evaluation

Identifiers—Kentucky (East)

Findings from a qualitative evaluation of the Coordinated Consumer Health Education Project in rural Eastern Kentucky are presented. The purpose of the project is to provide health education for pregnant and lactating women and their infants up to one year of age through a coordinated effort with other health care providers. The evaluation approach included in-depth, personal interviews with clients and staff and pre-post administration of food

frequency records. The report describes the project setting, goals, and implementation. Twelve major effects of the project in the areas of prenatal diet and health habits, birth control, infant feeding, and coordination of health services are discussed, and thirteen recommendations for strengthening the delivery of health education in Appalachian and other isolated communities are provided. (Author/MP)

RC

ED 200 341 RC 010 598
Education Assistance for American Indians & Alaska Natives.
 California Univ., Berkeley. School of Public Health.
 Pub Date—Jun 78
 Note—107p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Alaska Natives, *Allied Health Occupations Education, *American Indian Education, *American Indians, Graduate Medical Education, *Health Occupations, Higher Education, *Information Sources, Medical Education, Medical Schools, Scholarships, State Federal Aid, *Student Financial Aid, Student Loan Programs, Tribes

Identifiers—Bureau of Indian Affairs

Intended to provide information about health careers and sources of financial support for a college education, the guide also lists information useful for securing financial aid for many other types of training and education. Nine sections provide specific information on health careers; information and scholarships on medical schools and other health professions; Master of Public Health (MPH) Program for American Indians and Alaska Natives; Bureau of Indian Affairs education assistance; tribal scholarships and loans; financial aid from schools; nation-wide scholarships and foundation support; state aid programs; and alternatives to scholarships. An example of the quantity of information included is the second section, which lists 29 organizations offering scholarships to American Indians and others interested in health professions; 14 organizations offering different types of loans; 29 medical schools with programs for Indian students; and the special service of the Medical Minority Applicant Registry, which circulates basic biographical information of minority applicants to any medical school in the United States at no cost. An appendix includes a sample letter requesting scholarship information; a sample resume; a worksheet for determining college costs; an application checklist; and some general words of advice. (EJ)

ED 200 342 RC 012 498
Wright, Lyle O.

Special Funding for Small and/or Isolated Rural Schools.

ERIC Clearinghouse on Rural Education and Small Schools. Las Cruces, N. Mex.: Utah State Board of Education, Salt Lake City.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jan 81

Contract—400-78-0023

Note—53p.

Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 (\$8.35).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, *Educational Finance, Educational Planning, National Surveys, *Rural Schools, School Districts, *Small Schools, *State Aid, State Boards of Education, *State School District Relationship

Identifiers—*United States

Chief state school officers in all 50 states were surveyed to gather information regarding the various states' funding arrangements for small and/or isolated rural schools and to develop a financial planning tool for use by state legislators and boards of education. Data were gathered from every state except Hawaii. Twenty-eight states had some arrangement for special funding for isolated rural and/or small schools. Although the plans were diverse, they usually addressed program eligibility and assistance mechanisms. Among eligibility factors, enrollment levels were a key element of the program in 16 states. Six states considered number of teach-

ers or instructional units, six focused on population density, nine looked at isolation from other schools, and two addressed the rural district's minimum financial contribution. Despite great variety, assistance mechanisms in the 28 states generally fell into three categories: added weightings to the basic support formula (13 states); minimum support levels (5 states); and size adjustments and special payments (6 states). Completing the study is a detailed explanation of each state's funding arrangement. Definitions, statutes, and formulas are included to describe eligibility considerations and assistance mechanisms. (SB)

ED 200 343 RC 012 534
Sullivan, Keith C. Michael, Gordon
Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20.

Atlantic Inst. of Education, Halifax, Nova Scotia.
 Pub Date—Oct 79

Note—76p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Education, *Administrators, Adult Education, *Community Education, Community Involvement, Community Programs, *Community Schools, Community Services, *Delivery Systems, Elementary Secondary Education, Questionnaires, Relevance (Education), Rural Areas, School Administration, School Community Relationship, *Shared Facilities

Identifiers—*Nova Scotia, *School Community Questionnaire

The School-Community Questionnaire (SCQ) was sent to school coordinators of each of the 32 Nova Scotia community schools in an attempt to answer 2 major questions: "How many community schools are presently operating in Nova Scotia?" and "To what degree are components of community school education developed in their programs?" The questionnaire was based on Minzey's major components of community education: an educational program for grades 1-12, joint use of school and community facilities, additional programs for school-age children and youth, programs for adults, delivery and coordination of community services, and community involvement. Administration was added as a component, because literature suggested that sufficient funds and an administrator involved in promoting community-school relations were essential to successful community school education. Data indicated that: (1) although 32 schools were identified by the Department of Education for community school funding purposes, only 8 scored at least half as well as a hypothetical model community school; (2) the community school concept was not well developed in Nova Scotia and was poorly understood by the community school coordinators; and (3) further efforts should be directed to providing and training competent community school coordinators and providing information to school boards and principals. Appendices consist of the SCQ and explanatory material. (CM)

ED 200 344 RC 012 554
Hagood, Richard A.

Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979.

Partnership for Rural Improvement, Pullman, Wash.; Washington State Univ., Pullman.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Jul 79

Note—252p.; For a related document, see ED 161 571.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Community Development, *Community Education, *Community Services, Continuing Education, Females, Graduate Study, Higher Education, *Institutional Cooperation, Linking Agents, Material Development, Models, *Professional Education, Program Costs, Program Descriptions, Program Evaluation, *Public Agencies, Rural Areas, *Rural Development, School Community Relationship, Technical Assistance

Identifiers—*Partnership for Rural Improvement, Washington

Covering 1978-1979, the third annual report of the Partnership for Rural Improvement (PRI) highlights the progress made toward major program objectives and points out certain weaknesses in the

model. Section I discusses program rationale, program design, and evaluation research design. Section II summarizes a selection of the major achievements which can be largely or partly credited to initiatives through PRI. Sub-headings of this section are: interorganizational development, institutional development, local project development, training and preparation of educational materials, documentation and evaluation, and unanticipated outcomes. Section III, on program analysis, focuses on areas of effectiveness and inadequacy in the model, and discusses: obstacles to use of partner resources; use of research; project proliferation; sub-regional variation; program associates; communication and evaluative feedback; partner contributions; allocation of institutional resources; and status of progress toward PRI goals. Section IV outlines plans for 1979-80. Section V contains financial management and budget information. Appendix A describes all major activities of PRI. Appendix B includes case studies which illustrate how specific projects have implemented the PRI concept. Appendix C contains a summary and recommendations of the external evaluation. Appendix D discusses the basis for the PRI model. (CM)

ED 200 345 RC 012 566

Cangiano, Miguel

Peruvian Rural School Construction System.

SERP 71: Sierra Type.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-79/WS/128

Pub Date—79

Note—72p.; Paper copy not available due to publisher's choice.

Language—English; French

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Involvement, *Community Role, Construction Costs, Construction Programs, *Cooperative Programs, Educational Change, *Educational Facilities Design, Educational Policy, Elementary Secondary Education, *Government Role, Human Resources, Rural American Indians, *Rural Schools, School Community Relationship, *School Construction, School Districts, Technical Assistance

Identifiers—Peru, *Peruvian Rural School System
 Based on cooperative action of the government and local communities, the Peruvian Rural School System (SERP 71) evolved from the necessity to reconstruct Peruvian schools of the Sierra region after the earthquake of 1970, and from Peru's new educational reform law (1970) which called for an active-dynamic pupil attitude, continuous updating of educational contents and technologies, and organized communal participation in the educational structure. The government and local communities agreed that the government was to provide carpentry, technical assistance counsel and earthquake-resistant parts for new school buildings. In turn, communities were to collaborate in transportation beyond existing highways, prepare the site, erect the structures, and complete the buildings with local materials. Between 1971 and 1977, 6 SERP programmes constructed 519 schools with regionally manufactured prefabricated sections. The design used in the manufacture of school furniture also required cooperative efforts; desks and chairs were assembled by students and community members. Most difficulties encountered in the programme were caused by a lack of accurate analysis of each individual situation. Photographs, tables of programmes developed and comparative costs, maps of the project areas and diagrams of the old and reformed school systems, government and community contributions to the school building programme, alternative space organization possibilities, building assembly techniques and furniture designs are appended. (CM)

ED 200 346 RC 012 571

Potts, Vernon R.

Project BACSTOP Evaluation Report 1973-1974.

Battle Creek Public Schools, Mich.

Pub Date—74

Note—66p.; For related documents, see ED 082 896 and ED 139 555.

Pub Type—Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adventure Education, *Affective Behavior, Attitude Change, Blacks, Cognitive Development, Delivery Systems, Evaluation Meth-

ods, Grade 7, Grade 8, *Interaction Process Analysis, *Junior High Schools, Objectives, *Outdoor Education, Parent Attitudes, *Program Evaluation, *Racial Relations, Social Development, Student Attitudes, Teacher Attitudes, Whites

Identifiers—Battle Creek Public Schools MI, *Project BACSTOP

After two years of operation, Project BACSTOP (Better Acquisition of Cognitive Skills through Outdoor Programming, a series of structured experiences in wilderness settings meant to bring seventh and eighth grade students of different races together in challenging adventure activities intended to promote interaction, communication, and cooperation) was evaluated in terms of its objectives by questionnaires administered to students, teachers, and parents, and by anecdotal records submitted by teachers. Objectives, as stated in the original proposal, were to: (1) reverse racial separatism; (2) reduce racially related black/white incidents; (3) increase teacher/administrator/counselor perception of black/white relationships; and (4) increase student performance on standardized tests. Evidence from all sources indicated that the program was successful. Three of the four objectives were met; the fourth was disqualified due to testing changes at the state level. It was recommended that a research design be developed and approved and an evaluator chosen before the next school year; that curriculum materials reflecting the cognitive and affective dimensions of the program be developed; that an information dissemination package be developed for outdoor adventure educators; that the project be recognized as primarily affective; and that a more detailed record be kept of dissemination activities. Appendixes include sample questionnaires and a summary of responses, a program overview, project activities, and a list of information dissemination activities. (CM)

ED 200 347 RC 012 579
Gue, Leslie R. Chareonchai, Ruang

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary. Alberta Univ., Edmonton. Faculty of Education; Ministry of Education, Bangkok (Thailand). Spons Agency—International Bank for Reconstruction and Development, Washington, D.C.

Pub Date—Mar 80
Note—76p. For a related document, see ED 188 847.

Available from—Dept. of Educational Administration, Univ. of Alberta, Edmonton, Alberta, Canada T6G 2G5 (Canadian \$23.00).

Pub Type—Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cooperative Programs, *Curriculum Evaluation, Demography, *Educational Assessment, Educational Equipment, Educational Finance, Educational Innovation, Educational Objectives, Facilities, Program Design, Program Evaluation, Rural Education, *Rural Schools, *School Administration, School Organization, Secondary Education, *Secondary Schools, *Systems Analysis, Teacher Education

Identifiers—Alberta, *Thailand
The summary report, a condensed version of the final report of the Thai-Alberta Cooperative Assessment Project, is drawn largely from Chapter 8 of the final report and presents the essential nature, scope, and findings of a project involving data from over 5,000 Thai participants (principals, teachers, students, parents and alumni) in a sample of 16 rural secondary schools (RSS) in all parts of Thailand. The summary contains an introduction; background of the RSS project; rationale, objectives and design of the assessment; findings concerning specific and general objectives; a "global conclusion"; recommendations concerning RSS schools and the conducting of a cooperative assessment; and appendices of selected tables. The report concludes that the RSS project, a massive and complex innovation in rural and district secondary schools in Thailand, has demonstrated the possibility of greatly improving secondary education in the rural areas of Thailand and that such schools could be brought into the project throughout Thailand, provided adjustments are made to the educational system to offset the selective character of the RSS schools, a phenomenon which has emerged as a result of the success of the schools. The executive summary is a

condensed version of the summary report and final report and follows the same organization. (AN)

ED 200 348 RC 012 581

Winterdyk, John Albert

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.

Spons Agency—Ontario Ministry of Community and Social Services, Toronto.

Pub Date—Sep 80

Note—321p. M.A. Thesis, Simon Fraser University.

Pub Type—Reports - Evaluative (142) - Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Adolescents, *Adventure Education, Attitude Change, *Delinquency Prevention, *Delinquent Rehabilitation, *Evaluation Methods, Males, Outdoor Education, Parent Attitudes, Personality Measures, Pretests Posttests, Probationary Period, *Program Evaluation, Recidivism, Research Methodology, Self Concept, Self Evaluation (Individuals), Student Evaluation

Identifiers—Jesness Inventory, Ontario, Piers Harris Childrens Self Concept Scale, Program ACTION, *Wilderness Education Programs

A true experimental design with 60 male probationers, ages 13-16, was used to evaluate the viability of an Ontario-based 21-day wilderness adventure program as an alternative for adjudicated juveniles placed on probation. Participants were randomly assigned to a control group and an experimental group. The experimental group was subdivided into 3 groups of 10 boys. The groups were matched on age, sex, frequency of prior offense, and various background characteristics. The Jesness Inventory and an adapted Piers-Harris Self-Esteem Measure were used in pre, post, and follow-up tests. Self-report data on recidivism, background characteristics, and behavioral and attitudinal changes were gathered from both groups. The three experimental groups were also evaluated by the staff. Data did not indicate a significant relationship between exposure to the program and subsequent attitudinal or behavioral changes. A noticeable, but not significant, difference was that the offenses committed by the recidivists tended to be fewer and of a less severe type for the experimental groups. Staff and parent reports recommended using the program as a supplement to probation, introducing a process evaluation, improving referral and screening procedures, and implementing some form of post structure for juveniles after they complete such a course. Appendixes include tests, evaluations, contracts, form letters, activity outlines, sample schedules, questionnaires, follow-up surveys, testing procedures, and written responses from parents. (CM)

ED 200 349 RC 012 582

Mortensen, Knud Wagner, K. D.

The UNRWA/UNESCO Experience in Refugee Education, A Report Submitted to the Danish International Development Agency.

Copenhagen Univ. (Denmark). Inst. of Education.

Spons Agency—Danish International Development Agency, Copenhagen.

Report No.—ISBN-87-980932-3-6

Pub Date—Nov 80

Note—148p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Administration, *Educational Development, Educational Environment, Educational Innovation, Educational Planning, Elementary Secondary Education, Enrollment, *Inservice Teacher Education, *Program Development, *Refugees, Supervisory Methods, *Teacher Supervision, Vocational Education

Identifiers—Near East, *Palestinians, Refugee Camps, UNESCO, *United Nations Relief and Works Agency

Summarizing results of a study of the educational programme developed by the United Nations Relief and Works Agency (UNRWA) for Palestine Refugees in the Near East in cooperation with Unesco, the document's specific focus is on aspects of the UNRWA/Unesco programme of interest to others concerned with refugee education. Chapters 1 and 2 provide basic background information and describe the UNRWA/Unesco Educational System. Chapter 3 reviews the programme's development and outlines basic prerequisites for initiation of broad-based educational programmes in emergency camp environments. Chapter 4 is concerned with a discussion of educational planning and decentralization of the planning process. Chapter 5 includes

qualitative aspects of school education, basic statistical information, and emphasizes the coherency between school education, in-service teacher training, and supervision. Chapter 6 examines the structure of the supervisory system and focuses on the importance of maintaining such a system, providing guidance to teachers, and assessing teaching performance. Chapter 7 reviews the development of the in-service teacher-training programme and deals with components of its approach to teacher training, with a view to the possibility of applying these components in training programmes in other settings. Chapter 8 presents a summary, conclusions, and general recommendations. (Author/AN)

ED 200 350 RC 012 583

Moreno, Carlos

Folklore de Mexico (Folklore of Mexico).

Bilingual Media Productions, Inc., Berkeley, Calif.

Pub Date—78

Note—45p. Not available in paper copy due to publisher's choice.

Available from—B.M.P. Inc., P.O. Box 9337, North Berkeley Station, Berkeley, CA 94709 (\$4.00).

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Background, Cultural Enrichment, *Dance, *Folk Culture, Hispanic American Culture, Interdisciplinary Approach, Legends, Mexican Americans, *Mexicans, Music, Proverbs, *Regional Characteristics, Teacher Role, Teaching Methods

Identifiers—Aztec (People), *Mexico, *Mexico (Oaxaca)

The publication, in Spanish, focuses on the educational value of folklore in general and Mexican folklore in particular, and contains brief sections which define folklore, describe its importance and its characteristics, explain its uses as an educational tool, and briefly describe many past studies and uses of folklore. Another section includes 16 rules regarding the teaching of folklore, the subject matter that should be included in folklore instruction, and the teacher's role in presenting folklore in the classroom. The interdisciplinary approach to folklore is addressed with a brief description of how to include folklore instruction in 11 different subject areas. A discussion of Mexico's rich regional folklore includes descriptions of legends, proverbs, fables, traditional dress, and emphasizes both the religious and secular dances of many regions. Also included is a monograph describing dances from seven regions in the state of Oaxaca: for each, geography, ethnic background, traditional costumes, significance, and choreography are given. Appended are a list of 34 recordings of traditional Mexican music and drawings of five regional costumes. (SB)

ED 200 351 RC 012 587

LeVine, Elaine Franco, Juan

New Dimensions in Cross-Cultural Counseling:

Some Anglo-Hispanic Comparisons.

Pub Date—2 Dec 80

Note—35p. A Presentation in the College of Education Dialogue Series, New Mexico State University (Las Cruces, NM, December 2, 1980).

Paper copy not available due to poor print quality.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Anglo Americans, Attitude Measures, College Students, Communication Research, Counseling Techniques, *Counselor Characteristics, Counselor Client Relationship, *Counselor Selection, Cross Cultural Studies, Cultural Differences, Cultural Influences, Disclosure, *Ethnicity, Females, Higher Education, *Hispanic Americans, Identification (Psychology), Males, Racial Differences, School Counselors, Sex Bias, Student Attitudes, *Verbal Communication

Identifiers—Jourard Self Disclosure Inventory

To evaluate the significance of matching Hispanic "consumers" to Hispanic "experts," a series of three studies investigated counselor preferences among lower division Hispanic and Anglo students, students' preference for counselors' directive, non-directive, or neutral communication styles, and patterns in students' self-disclosure according to counselor's sex and ethnicity. In Study 1, 141 Hispanic and 242 Anglo students were asked to read a portfolio about a counselor. All portfolios were identical except for the counselor's name, sex, and

ethnicity. Portfolios were administered three times, with more information provided about the counselor each time. In Study 2, 4 doctoral students (male and female Hispanic, male and female Anglo) administered Jourard's (1971) Self-Disclosure Questionnaire in directive, non-directive, and neutral verbal styles to 811 college sophomores. In Study 3, 4 doctoral students used a neutral stance to administer Jourard's Questionnaire to 155 Anglo and 119 Hispanic undergraduate students. Results of Study 1 suggested that Anglo and Hispanic students might feel equally comfortable with Anglo or Hispanic counselors. However, results of Study 3 indicated that specific self-report, self-disclosure patterns varied with the counselor's sex and ethnicity. Study 2 indicated that Anglo males and females and Hispanic females all preferred directive communication about some topics, depending upon the counselor's sex and ethnicity. (CM)

ED 200 352 RC 012 589

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide.
Education Development Center, Inc., Newton, Mass.

Spons Agency—Women's Educational Equity Act Program (ED). Washington, D.C.

Pub Date—80

Note—228p.

Available from—Education Development Center, 55 Chapel St., Newton, MA 02160 (English Edition \$26.50; Spanish Edition \$26.50).

Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Bilingual Education. *Career Awareness. Career Education. Educational Games. Females. Grade 1. *Hispanic Americans. Kindergarten. Language Enrichment. Lesson Plans. *Multicultural Education. *Primary Education. Racial Bias. Role Models. Sex Bias. *Sex Stereotypes. Social Studies. Teaching Guides.

The Spanish and English versions of a 3-part, 3-week program designed to help portray non-sex-stereotyped, non-traditional occupational roles for Hispanic females introduce 12 community and school workers employed in non-traditional positions (bus driver, nurse, secretary, principal, fire fighter, letter carrier, police officer, sanitation worker, doctor, grocer/storekeeper, dentist, construction worker). The program is intended to promote a wider range of occupational choices based on the child's interests and abilities, to present positive role models from the Hispanic female's culture, and to enhance developmental skills while maintaining and cultivating the child's own language and culture. The material is multicultural and sensitive to the cultural, linguistic, and regional differences among Spanish speakers in the United States, and can be used by large or small groups or by individual students. The material is appropriate for use in social studies or language classrooms. Each teacher's guide contains lesson plans, including objectives, materials, content, motivation, follow-up activities, and evaluation; directions for games, supplementary activities and an evaluation instrument; an annotated bibliography; and annotated lists of filmstrips, posters, photos, games and puzzles, coloring books, curriculum guides and other resources, with source given for each item. (SB)

ED 200 353 RC 012 590

Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1978.
Montana State Office of the Superintendent of Public Instruction, Helena.

Pub Date—78

Note—35p. For related documents, see ED 156 410-413.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Education. American Indian Reservations. American Indians. Annual Reports. Educational Finance. Elementary Secondary Education. Enrichment Activities. Enrollment. Expenditures. *Federal Aid. Program Costs. *Program Descriptions. *Public Schools. *Resource Allocation. School Activities. Special Programs. Tribes

Identifiers—*Johnson O'Malley Act. *Montana

During fiscal year 1978, the Montana Office of Public Instruction administered Johnson-O'Malley (JOM) Act funds totaling \$684,200 for projects affecting 4,501 eligible students on the Crow, Fort

Peck, Fort Belknap, and Rocky Boy's Indian Reservations. Funds were awarded on a per capita basis to provide supplemental educational programs for Indian children who were not achieving at the same rate as their counterparts in the school. Programs involved basic skills development as well as increased cultural activities. The Blackfeet, Northern Cheyenne, and Flathead tribes administered their own JOM program funding. The Montana Indian Education Conference was attended by 455 persons and the Inter Tribal Youth Practicum, sponsored by the Crow Tribe, was attended by 90 JOM eligible high school students from Montana and Wyoming. The Seventh Annual All-Indian Speech and Debate Tournament provided Montana's Indian students an opportunity to participate in top level speech and debate competition. School reports of JOM funded projects, the JOM annual financial report, JOM administrative budget, a summary of allocations, a summary enrollment and financial report, and JOM enrollment data comprise the report. Tabular data pertain to JOM allocations and numbers of eligible Indian students for fiscal years 1948-78, and JOM allocations by reservations. (AN)

ED 200 354 RC 012 591

MacCorquodale, Patricia

Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.

Arizona Univ., Tucson. Dept. of Sociology.

Spons Agency—National Inst. of Education (ED). Washington, D.C.

Pub Date—20 Nov 80

Grant—NIE-G-79-0111

Note—16p. Paper presented at the Conference of the Society for Advancement of Chicanos and Native Americans in Science (Albuquerque, NM, November 20-22, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills. Career Choice. Career Counseling. Comparative Analysis. *Ethnicity. Grade 9. Grades (Scholastic). Mexican American Education. *Mexican Americans. *Occupational Aspiration. *Science Careers. Science Education. *Science Interests. Secondary Education. Self Concept. Sex Differences. *White Students

Identifiers—Arizona

To explore the relationship of four sets of factors on Mexican American and Anglo American students' desire to take science courses (enjoyment of science, grades, importance of science, and self image), data were gathered from ninth grade students at three high schools in southern Arizona, by using questionnaires for students and interviews with parents and teachers. Analyses compared the pattern of association between the variables in each sex and ethnic group to determine whether different factors were related to taking science or if the same factors were involved but the strength of the relationships varied by sex and ethnicity. Results indicated that Anglo males had a greater interest than females or Mexican American males in taking science courses, and that Mexican Americans were more influenced by affective orientation toward science than Anglos. Suggestions were: better career education as a means of increasing students' awareness of science careers and the importance of learning science for a variety of occupations; changes in the science curriculum to strengthen applicability of course material to occupations and to understanding the world; and further research on factors contributing to ethnic differences in science grades (e.g., improvement in basic skills for Mexican Americans where necessary). (AN)

ED 200 355 RC 012 592

MacCorquodale, Patricia

Psycho-Social Influences on the Accomplishments of Mexican-American Students.

Arizona Univ., Tucson. Dept. of Sociology.

Spons Agency—National Inst. of Education (ED). Washington, D.C.

Pub Date—6 Jul 80

Grant—NIE-G-79-0111

Note—15p. Paper presented at the American Association of School Administrators Instructional Leadership Conference (Chicago, IL, July 6-9, 1980).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration. Basic Skills.

*Career Choice. Career Counseling. Comparative Analysis. *Ethnicity. Grade 8. Mexican American Education. *Mexican Americans. Occupational Aspiration. Role Models. *Science Careers. Science Education. *Science Interests. Secondary Education. Sex Differences. Sex Role. *Social Influences. White Students

Identifiers—Arizona

The accomplishments of Mexican American students have been limited by the level of education completed and by concentration in particular occupations. As part of a larger research project concerning this problem, 259 eighth grade students from Tucson were compared on the basis of sex and ethnicity, with a focus on attitudes toward science. No significant sex or ethnic differences were found in attitudes toward science courses or in social encouragement and expectations. In response to questions on the link between school and future work, Anglo females and Mexican American males perceived science as most important. Mexican American girls rated science as less important for understanding the world than Anglo girls did. In answer to questions about sex roles, girls within each ethnic group were more nontraditional than boys; responses of Mexican American and Anglo boys were not significantly different. Few girls considered science and career education as more appropriate for boys. Implications drawn from the study were: minority students need better preparation in basic skills; students need to be encouraged to take math and science courses; changes in curriculum may be necessary; better career counseling is necessary; and sex-typing of science, math, and careers in general needs to be addressed. (AN)

ED 200 356 RC 012 593

Dunne, Faith And Others

Options: A Career Development Curriculum for Rural High School Students. Unit I. Understanding People in Our Area.

Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—Women's Educational Equity Act Program (ED). Washington, D.C.

Pub Date—80

Note—151p. For related documents, see RC 012 594-600. All material is in looseleaf form; all units and many of the lessons may be used alone or in other courses.

Available from—Education Development Center, 55 Chapel St., Newton, MA 02160 (\$26.50).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Career Development. Curriculum Guides. Decision Making Skills. *Females. *High School Students. Instructional Materials. Learning Activities. Learning Modules. Lesson Plans. Life Style. Problem Solving. Rural Education. *Rural Youth. Secondary Education. *Sex Role. Sex Stereotypes. Skill Development. *Teaching Guides. Units of Study

Identifiers—*Life Planning. Life Skills. Time Utilization. United States (Midwest)

Unit I of a 4-unit (9-12 week) career development and life planning program for rural high school students focuses on life in rural localities. Designed to last approximately 13 days, the unit uses student experience and supplementary data as a basis for discussion of the local area, its people and their roles, the advantages and disadvantages of being a local woman, sex stereotypes at home and on the job, and household responsibilities. In addition to 10 detailed, color-coded lesson plans (complete with instructions, learning objectives, materials lists, and student activity sheets), the unit contains a Learning Activity Package on time management, a teacher's guide, an appendix with additional teaching tips and learning activities, an adaptation manual with information about tailoring the program to local needs, and an introduction to the program in general. The basic field-tested curriculum is designed for the Midwest, but adaptations for four other rural regions (Northwest, Southwest, Northeast and Appalachian South) are available. The program has three goals: to inform the students, to help them deal with life's events and difficulties, and to provide them with a structured experience in applying their information and skills to realistic situations. Although the emphasis is on women, the curriculum is important for men as well. (SB)

154 Document Resumes

ED 200 357 RC 012 594

Dunne, Faith And Others

Options: A Career Development Curriculum for Rural High School Students, Unit II, Decision Making.
Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date—80

Note—94p.; For related documents, see RC 012 593 and RC 012 595-600. All material is in loose-leaf form; all units and many of the lessons may be used alone or in other courses.

Available from—Education Development Center, 55 Chapel St., Newton, MA 02160 (\$7.75).
Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Development, Curriculum Guides, *Daily Living Skills, *Decision Making Skills, Females, *High School Students, Instructional Materials, Interpersonal Competence, Learning Activities, Learning Modules, Lesson Plans, Problem Solving, Rural Education, *Rural Youth, Secondary Education, Sex Role, *Skill Development, Teaching Guides, Units of Study
Identifiers—*Life Planning, Life Skills, United States (Midwest)

Designed to last approximately 7 days, Unit II of a 4-unit career development and life planning program for rural high school students focuses on teaching students decision making skills to enable them to exercise more control over their time and energies. The unit introduces the decision making process; provides practice in applying the process (especially to personal decisions); and presents background information about taking risks, using decision strategies, making educated decisions, and acting on decisions. The unit is organized into five color-coded lessons, each containing complete instructions for classroom activities and homework, learning objectives, detailed lesson plans, student activity sheets, and teaching tips. The unit also contains an introduction to the series; an appendix with additional teaching hints, information about group dynamics and discussions, and more student activities; and an adaptation manual with instructions for tailoring the unit to local needs. The field-tested curriculum is designed for the rural Midwest but the program contains detailed adaptation manuals for four other rural regions in the United States (the Northwest, Southwest, Northeast, and Appalachian South areas). (SB)

ED 200 358 RC 012 595

Dunne, Faith And Others

Options: A Career Development Curriculum for Rural High School Students, Unit III, Life Planning [and] Game of Life: Choice and Chance.
Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date—80

Note—357p.; For related documents, see RC 012 593-594 and RC 012 596-600. All material is in loose-leaf form; all units and many of the lessons may be used alone or in other courses.

Available from—Education Development Center, 55 Chapel St., Newton, MA 02160 (\$69.00).
Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Career Development, Curriculum Guides, *Daily Living Skills, Decision Making Skills, *Educational Games, Experiential Learning, Females, *High School Students, Instructional Materials, Learning Modules, Lesson Plans, Problem Solving, Rural Education, *Rural Youth, Secondary Education, *Simulation, Skill Development, Teaching Guides, Units of Study
Identifiers—*Life Planning, Life Skills, United States (Midwest)

Designed to last approximately 12 days, Unit III of the 4-unit life planning and career development curriculum for rural high school students focuses on skills application. Through experience simulation, students apply skills learned in Unit II to the information from Unit I; they project their future lives and simulate their responses to problems that might stand in the way of self-realization. The unit concentrates on a simulation game, "The Game of Life: Choice and Chance," and a Learning Activity Package on assessment skills. The game is based on life stages and the role of choice and chance at each

stage. The game packet, included with Unit III, contains monitor's instructions, a list of "identities," chance and consequence sheets for the various life stages, instructions for scoring life's "satisfaction points," and five game boards. Unit III also includes a teacher's guide, learning objectives, 10 complete lesson plans, an appendix of additional teaching tips and student activities, and an adaptation manual designed to help school personnel tailor the program to a particular area. The field-tested curriculum is designed for the rural Midwest, but detailed adaptation manuals are available for the Northwest, Southwest, Northeast, and Appalachian South. (SB)

ED 200 359 RC 012 596

Dunne, Faith And Others

Options: A Career Development Curriculum for Rural High School Students, Unit IV, The Juggling Act: Lives and Careers.
Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date—80

Note—210p.; For related documents, see RC 012 593-595 and RC 012 597-600. All material is in loose-leaf form; all units and many of the lessons may be used alone or in other courses.

Available from—Education Development Center, 55 Chapel St., Newton, MA 02160 (\$44.25).
Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Career Development, Career Exploration, Curriculum Guides, Decision Making Skills, *Employment, *Family Life, Females, *High School Students, Instructional Materials, Job Search Methods, Learning Activities, Learning Modules, Lesson Plans, Life Style, Problem Solving, Rural Education, *Rural Youth, Secondary Education, Sex Discrimination, *Simulation, Skill Development, Teaching Guides, Units of Study, Welfare Services
Identifiers—*Life Planning, Life Skills, United States (Midwest)

The fourth and final unit in a 9-12 week life planning and career development program designed for high school students in rural areas uses imaginary case studies of rural women to involve students in solving complex life problems through simulation. Individual lessons in the 13-day unit focus on job search techniques (resumes, interviews, skills identification, small business establishment), job conflicts, sex discrimination, welfare, the pros and cons of marriage, job status, vocational training, family-career conflicts, family goals, and household budgets. Each lesson contains teaching instructions, a materials list, learning objectives, student activity sheets, optional activities, and teaching hints. The unit also contains an introduction to the program, an appendix of additional instructional information and student activities, and information regarding the adaptation of the unit to suit the local situation. Although the basic field-tested curriculum applies to the rural Midwest, field-tested packages are available for four other rural regions in the United States (Northwest, Southwest, Northeast, Appalachian South). (SB)

ED 200 360 RC 012 597

Dunne, Faith And Others

Options: A Career Development Curriculum for Rural High School Students, Northeast Version Adaptation Packet.

Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—96p.; For related documents, see RC 012 593-596 and RC 012 598-600. All material is in loose-leaf form; all units and many of the lessons may be used alone or in other courses.

Available from—Education Development Center, 55 Chapel St., Newton, MA 02160 (\$4.50).
Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Development, Curriculum Guides, *Daily Living Skills, Decision Making Skills, *Females, *High School Students, Instructional Materials, Learning Activities, Learning Modules, Lesson Plans, Life Style, Problem Solving, Rural Education, *Rural Youth, Secondary Education, Sex Role, Skill Development, Teach-

ing Guides, Units of Study

Identifiers—*Life Planning, Life Skills, *United States (Northeast)

The field-tested packet has been designed to adapt the rural high school career development and life planning curriculum to the Northeast region of the United States. Selected pages and simulation activities from Units I-IV of the curriculum have been rewritten to reflect the area; the majority of the examples are from Vermont and New Hampshire. Other field-tested adaptation packets are available for the Appalachian South, Southwest, and Northwest rural regions of the country. (SB)

ED 200 361 RC 012 598

Dunne, Faith And Others

Options: A Career Development Curriculum for Rural High School Students, Appalachian South Version Adaptation Packet.

Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—95p.; For related documents, see RC 012 593-597 and RC 012 599-600. All material is in loose-leaf form; all units and many of the lessons may be used alone or in other courses.

Available from—Education Development Center, 55 Chapel St., Newton, MA 02160 (\$4.50).
Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Development, Curriculum Guides, *Daily Living Skills, Decision Making Skills, *Females, *High School Students, Instructional Materials, Learning Activities, Learning Modules, Lesson Plans, Problem Solving, Rural Education, *Rural Youth, Secondary Education, Sex Role, Skill Development, Teaching Guides, Units of Study
Identifiers—*Appalachia (South), *Life Planning, Life Skills

Selected pages of the four units in the rural high school career development and life planning curriculum have been adapted to reflect the conditions, characteristics, and people of the Appalachian South; the majority of the specific examples are drawn from Tennessee. The field-tested adaptation packet contains revised pages for both teaching guides and student activity sheets. Field-tested adaptation packets are also available for the Southwest, Northwest, and Northeast rural regions of the United States. (SB)

ED 200 362 RC 012 599

Dunne, Faith And Others

Options: A Career Development Curriculum for Rural High School Students, Southwest Version Adaptation Packet.

Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—95p.; For related documents, see RC 012 593-598 and RC 012 600. All material is in loose-leaf form; all units and many of the lessons may be used alone or in other courses.

Available from—Education Development Center, 55 Chapel St., Newton, MA 02160 (\$4.00).
Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Development, Career Exploration, Curriculum Guides, *Daily Living Skills, Decision Making Skills, *Females, *High School Students, Instructional Materials, Learning Activities, Learning Modules, Lesson Plans, Life Style, Problem Solving, Rural Education, *Rural Youth, Secondary Education, Sex Role, Skill Development, Teaching Guides, Units of Study
Identifiers—*Life Planning, Life Skills, *United States (Southwest)

The field-tested adaptation package for the Southwest version of the four-unit career development and life planning curriculum for rural high school students consists of selected pages and case studies from the basic teacher's guide and student activity sheets, adapted to the Southwest; most of the specific examples are from New Mexico. Adaptation packages are also available for the Northwest, Northeast, and Appalachian South rural regions of the country. (SB)

ED 200 363 RC 012 600

Dunne, Faith. And Others

Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet.

Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—83p.: For related documents, see RC 012 593-599 and RC 012 600. All material is in loose-leaf form; all units and many of the lessons may be used alone or in other courses.

Available from—Education Development Center, 55 Chapel St., Newton, MA 02160 (\$4.00).

Pub Type—Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Development, Career Exploration, Curriculum Guides, *Daily Living Skills, Decision Making Skills, *Females, *High School Students, Instructional Materials, Learning Activities, Learning Modules, Lesson Plans, Problem Solving, Rural Education, *Rural Youth, Secondary Education, Sex Role, Skill Development, Teaching Guides, Units of Study. Identifiers—*Life Planning, Life Skills, *United States (Northwest)

Conditions and characteristics of Oregon, Washington, and Idaho are reflected in the field-tested adaptation packet for the Northwest version of "Options," a four-unit career development and life planning curriculum for rural high school students. Selected examples, student activity sheets and teacher guide pages from the four basic units have been adapted to the Northwest region of the United States; the majority of the specific examples are from Oregon. Three other adaptation packets are available, for the Southwest, Northeast, and Appalachian South regions of the country. (SB)

ED 200 364 RC 012 601

Kidwell, Clara Sue

The Status of Native American Women in Higher Education.

California Univ., Berkeley.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—20 Dec 76

Note—62p.: Paper prepared for the Women's Research Program, National Institute of Education, through the Native American Studies Program.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indian Education, American Indians, Aspiration, College Faculty, Cultural Influences, *Educational Attitudes, Enrollment, *Enrollment Influences, Family Attitudes, *Females, Graduate Students, *Higher Education, Motivation, Sex Role, Social Bias, *Undergraduate Students

A study of the status of Native American women in higher education obtained questionnaires from 61 undergraduate women at 4 colleges and 9 women with advanced degrees, interviewed 6 women in or about to enter graduate programs, and reviewed previous research and available statistical data. Results indicated that: relatively few Native American women have participated in higher education; they tended to major in education or social service fields and intended to work after graduation; they were given as much or more family encouragement to enter college as their male relatives; Indian men and women have had similar problems in getting a college degree; undergraduates perceived discrimination against them as more racist than sexist; and the greatest pressures on Indian women may have been those associated with traditional Indian values toward home and family. Recommended research topics were aspiration to college of male and female Native American high school students, parental attitudes and encouragement, and the role of personality differences in college success or failure. Appendices include statistical data, questionnaires, and tabulated responses on birthplace, age, tribe and degree of Indian blood, pre-college schooling, college class and major, career and degree objectives, race and sex discrimination, and family background and attitudes. (MH)

ED 200 365 RC 012 602

Smith, Mary

Project Adventure Summer Trip—June 25-July 16, 1972.

Project Adventure, Hamilton, Mass.

Pub Date—9 Sep 73

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adventure Education, Behavior Change, Bicycling, Experiential Learning, *High School Students, *Outdoor Education, *Participant Satisfaction, *Program Descriptions, Secondary Education, *Self Esteem, *Summer Programs

Identifiers—Canoeing, Hiking, Maine, Project Adventure, *Solo Experience, Wilderness Education Programs

With 7 adult sponsors, 40 students from 4 Massachusetts high schools participated in a successful 3-week-long summer trip in Maine. Intended to provide students with realistic challenges to help them gain a sense of pride and accomplishment, the program took one group of students down a Maine river and the other group on an 800-mile bicycle trip to Canada and back. Both groups then met for hiking, climbing, and a three-day solo wilderness experience. Cost to each student was \$60; total cost to the project was \$2900, excluding gear and salaries. During the trip, informal evaluation by the adults resulted in immediate adjustments of the program when possible and in improved plans for the next summer's program. Results of a formal follow-up questionnaire sent to student participants indicated that 38 of the 39 respondents were glad they had participated. Twenty-seven felt the relationships they formed were the most important aspect of the trip. Other important elements were the physical challenge, the new skills, the co-ed environment, and the natural beauty. Most of the students kept a log of their experiences, including the solo which they all thought was valuable. The staff was pleased with the cohesiveness of the diverse group. (SB)

ED 200 366 RC 012 603

Porter, William W.

The Development and Evaluation of the Wilderness Experience Program.

Pub Date—[75]

Note—130p.: Best copy available.

Pub Type—Reports - Research (143) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adventure Education, *Behavior Modification, *Educational Therapy, Elementary Secondary Education, *Outdoor Education, Peer Relationship, Personality Measures, Problem Solving, Program Development, *Program Evaluation, Self Esteem, Student Responsibility, *Therapeutic Environment, Transfer of Training. Identifiers—Transactional Analysis, Wilderness Education Programs, *Wilderness Experience Program CO

A therapeutic approach, including transactional analysis, assertiveness training, personal causation and modeling theories, was effectively incorporated into the Wilderness Experience Program (WEP) for problem youth, to meet the goal of developing an emancipated individual who could assume responsibility, develop realistic self-expectancies and trust others. A review of the literature and evaluation of the 1971 and 1972 WEP programs, which largely served economically deprived children, indicated the therapeutic potential of the wilderness; more sophisticated evaluations were needed to substantiate the reported positive outcomes. Evaluation of 124 participants in the 1973 program and 54 participants in the winter 1974 program by two paper and pencil inventories (A self-esteem measure and a behavioral rating form) indicated positive results in both programs. A control group for the 1974 program showed no consistent improvement on the measures. Furthermore, the results suggested transfer of the newly acquired problem-solving skills learned in the wilderness environment to school and home environments. It was concluded that more extensive evaluation and more sophisticated research could isolate the change associations more accurately. The development of WEP, program designs and therapeutic methods used, discussions of staff selection and training, and tables of results are included. Copies of the testing instruments and an outline of the 1973 program are appended. (AN)

ED 200 367 RC 012 605

Mayer, Rudolf A. M.

Documentation and Information in Youth Research.

Pub Date—23 Mar 81

Note—17p.: Paper presented to the "Youth Sociology" Research Committee of the International Sociological Association (Frederburg, Federal Republic of Germany, March 23-27, 1981). Best copy available.

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Documentation, *Information Dissemination, Information Needs, Information Processing, Interdisciplinary Approach, *International Organizations, Models, *Research, *Social Sciences, *Youth

International information dissemination in the field of interdisciplinary youth research is necessary to exchange research results and to stimulate the production of new information. Interest in information regarding theories, methods, and empirical results has resulted in development of international exchange mechanisms, but information about application-oriented youth research has not yet been transferred, due to the relationship of application-related research to its specific social context, the close connection between application-related research and intervention research, the results of which are generally not made public, and the need for further evaluation of the applicability of results before use. A possible model for international information dissemination begins with a geographical subdivision of the world into regions and speech areas, based on a 1976 United Nations enquiry. Within each region, an institution of youth research is designated as a regional information and documentation centre for youth research. Each regional centre would organize a net of correspondents involved in youth research, to supply it with information. Regional centres and a central coordination centre would handle information exchanges regarding research institutions, specific research of individuals and teams, research projects, and materials and publications from those projects. A semi-annual bulletin from the central agency would report the status of current research projects. (SB)

ED 200 368 RC 012 607

Akehurst, Michael. Marsland, David

Victims of Myth: The Situation of Rural Youth in Britain.

Pub Date—Mar 81

Note—18p.: Paper presented to the "Youth Sociology" Research Committee of the International Sociological Association (Frederburg, Federal Republic of Germany, March 1981).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adolescents, Community Resources, Cultural Isolation, *Disadvantaged Youth, Economically Disadvantaged, Economic Opportunities, *Educationally Disadvantaged, *Employment Opportunities, Labor Market, Rural Education, *Rural Youth, Social Influences, Socioeconomic Status, Transportation, Unemployment, *Youth Employment

Identifiers—England, Wales

The economic, social and educational needs of rural youth in England and Wales are not being met. Rural youth are defined as all young people between the ages of 10 and 25 living in areas more than 30 miles from towns of 250,000 inhabitants, or 20 miles from towns whose population is between 50,000 and 250,000. The rapid decrease in the agricultural workforce, due to mechanisation and the increased skills level required of farm workers, has caused a high level of unemployment for young people in rural areas, leaving them little choice of high level job satisfaction in their own communities. Lack of accessibility to community resources, based on poor public transportation and decreased car ownership, has caused disadvantages to rural youth in traveling to leisure and social events, work sites, and schools. Low levels of educational attainment have come about because of disadvantaging family circumstances, such as low income, poor housing, social stress, and low educational aspirations, as well as the factor of remoteness. Serious attention from local governments and policy makers, and especially from the Youth Service, is needed so that the neglect of rural youth can be acknowledged and corrected. (JD)

ED 200 369 RC 012 608

Akehurst, Michael D.

Until the Fire and the Rose Are One.

Pub Date—80

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adolescents, Community Organizations, Community Resources, Cultural Isolation, *Disadvantaged Youth, *Economic Opportunities, Educationally Disadvantaged, Local Government, *Rural Environment, *Rural Youth, Social Influences, *Socioeconomic Status, *Youth Clubs, Youth Employment, Youth Problems

Identifiers—*England

In spite of the popular misconception of life in rural England as a rustic idyll, social and economic conditions there have created many issues which result in deprivation for rural youth. The major issues which affect employment, schooling, social, and domestic situations for rural youth are: (1) accessibility—lack of transportation; (2) centralisation of resources; (3) educational disadvantage; (4) few job opportunities; (5) inner city policies; (6) poverty; and (7) lack of open space. A combination of these factors can lead to a way of life which limits personal development and improvement in life-style. Furthermore, the routine use of power by economically and socially dominant groups in local government expenditures has the effect that the already disadvantaged are further disadvantaged. However, opportunities do exist for the improvement of conditions for rural youth. Youth involvement in village and parish councils is needed, as well as active participation in the youth clubs which exist for them. Revisions are needed in the British Youth Service, so that the concern, vision, imagination, and thought that densely populated areas have received throughout the life of the youth service can be applied to youthwork in rural areas. (JD)

ED 200 370 RC 012 609

Akehurst, Michael D.

Missed the Bus?

National Association of Youth Clubs, Leicester (England).

Pub Date—79

Note—11p.: Paper presented to the Youth Parliamentary Lobby.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adolescents, Community Resources, Cultural Isolation, *Disadvantaged Youth, *Economically Disadvantaged, Educationally Disadvantaged, *Employment Opportunities, Government Role, Housing Deficiencies, Poverty, Rural Economics, Rural Education, *Rural Youth, Socioeconomic Status, *Transportation, Unemployment, *Youth Employment

Identifiers—*England

Financial and policy discrimination in favour of urban areas has been accompanied by a decline in provision for youth in rural areas of England, resulting in deprivations of opportunity, mobility, and household. Lack of public transport and the escalating costs of motoring are the most important factors in depriving rural youth access to opportunities for employment, educational improvement, domestic requirements, and leisure. Low monies, poor housing, stressed families, and low educational aspirations correlate with the incidence of low educational attainment, and remoteness further discourages rural youth from studying for higher qualifications. Low wages and high costs of goods and transport in rural areas are basic causes of rural poverty, and access to information about welfare rights is more difficult for young people in rural areas than in urban areas. Lack of adequate housing has resulted in many young people living at home in unsatisfactory conditions or moving to cities and towns. Decreasing agricultural employment has not been replaced by alternative employment opportunities, and unemployment problems must be alleviated by greater use of local resources for economic development and greater co-ordination between policies of various government departments concerned with rural affairs. (JD)

ED 200 371 RC 012 610

Kenkel, William F.

Factors Affecting the Life Plans of Low-Income Rural Youth.

Pub Date—Mar 81

Note—31p.: Paper presented at the Conference of Research Committee on Youth Sociology (Frederburg, Federal Republic of Germany, March 23-28, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, Adolescents, Blacks, Elementary Secondary Education, Family Characteristics, Family Planning, Grade 5, Grade 6, Grade 11, Grade 12, *Influences, Life Style, Longitudinal Studies, *Long Range Planning, *Low Income Groups, Marriage, *Mother Attitudes, Occupational Aspiration, Parent Child Relationship, Place of Residence, *Rural Youth, Whites

Identifiers—Family Size, *United States (South)

Educational and occupational goals of low-income rural youth in 6 Southern states were studied longitudinally by administering questionnaires to entire fifth and sixth grade classes in 28 schools and, 6 years later, by locating the same students to again answer questionnaires. Completed questionnaires for both 1969 and 1975 were obtained from 702 youth (50% male, 50% female); 29% were black and 71% were white. Questions concerned educational and occupational aspirations, marriage age and family size expectations, and future residence aspirations. Data indicated that life plans, as expressed by high school age youth, were influenced by background factors and the effects of parenting on the grade school child. For all sex-race categories, the higher the educational expectations, the higher the mental ability, the higher the occupational expectations and the higher the perceived educational wishes of parents. The higher the mental ability score, the higher the prestige of the expected occupation. Data indicated few identifiable factors related to age at marriage expectations, and few common variables related to family size expectations. Apparently, no background factors were associated with residential preference. Recommendations included: (1) improve child's attitude toward school; (2) encourage grade school children to have higher expectations; (3) encourage mothers to have higher educational expectations for their children; (4) produce in teenagers a more receptive attitude toward moving from the home community; and (5) raise the occupational expectations of teenagers. (CM)

ED 200 372 RC 012 611

Bialek, Hilton M. And Others

An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.

Human Resources Research Organization, Monterey, Calif. Div. 3.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date—Oct 70

Note—220p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Academic Ability, *Curriculum Evaluation, Disadvantaged, Educational Innovation, *Educational Needs, Educational Objectives, Education Service Centers, Elementary Secondary Education, Grade 8, Grade 12, Individualized Instruction, Institutional Evaluation, Needs Assessment, Non English Speaking, Questionnaires, Rural Schools, *School Community Relationship, *Slow Learners, Small Schools, Socioeconomic Influences, Student Attitudes, *Teacher Role, Teaching Methods, Urban Schools, *Vocational Education

Identifiers—*California

Information was obtained from staffs of selected schools, from samples of eighth and twelfth grade students, and from group interviews with community representatives and school leaders for the purpose of detecting the inadequacies and shortcomings of California schools in a three-county region. Problems emerged in the areas of curriculum balance and vocational training, instructional techniques, educational efforts directed toward students of varying ability, and social factors which affected the schools. Staff responses indicated a need for development of measurable, sequential objectives. All communities expressed a need for schools to

assume more of the functions which other social institutions had shared in the past. Data indicated that schools in the region should evaluate their own needs to: (1) clarify their goals in terms of measurable objectives for all students, particularly with regard to vocational training for non-college bound students and the instructional program for students of low academic ability; (2) become aware of discrepancies between staff and student perceptions of needs and values; (3) develop a willingness by staff members to consider promising educational alternatives to conventional patterns of instruction; and (4) assess their responsibility for involvement in the community to deal with the social forces which affect the success of the school program. Appendices consist of samples of questionnaires used in the survey, summarized responses, and descriptions of the school groups surveyed. (CM)

ED 200 373 RC 012 612

Edgington, Everett D. Keaton, Laurie

Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy.

Pub Date—Mar 81

Note—11p.: Paper presented at the Conference of the "Youth Sociology" Research Committee of the International Sociological Association (Frederburg, Federal Republic of Germany, March 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Apprenticeships, Audiovisual Instruction, Instructional Materials, *Intermediate Differences, Learning Modalities, Postsecondary Education, Program Development, *Program Effectiveness, *Rural Education, Sheet Metal Workers, *Solar Radiation, Student Attitudes, Teaching Methods, *Telecourses, *Young Adults

Identifiers—*New Mexico

Using television as a means of delivery for an educational program in rural areas and looking at the media preferences of young adults, this study was conducted in a non-metropolitan area of northwestern New Mexico to examine the effectiveness of television and videotape to provide basic principles of solar energy to 15 young apprentices in a sheet metal program. Pretests were given, followed by classroom study of printed materials, re-testing, and home study. Five audio visual segments were shown in two subsequent meetings, and the final comprehensive test administered. Information from a questionnaire was used to obtain group means, variances, and standard deviations, and minimum and maximum scores were obtained from aptitude tests, pretests, posttests, and final tests. Learning gains were shown by almost all, and the apprentices scored a pretest average of 14.73, a posttest of 22.07, and a learning gain of 7.33. Findings revealed that learning by preferred medium (print/audiovisual) does not appear to lead to greater learning gains, but significant learning can take place using audiovisual or printed materials. Therefore, television is recommended as an effective means of providing instructional programs for young adults who are long distances from centers of instruction. (JD)

ED 200 374 RC 012 613

Drabick, Lawrence W. Humphries, Rhett S.

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.

North Carolina State Univ., Raleigh. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—USDA-CSRS-S-114

Pub Date—1 Feb 81

Note—11p.: Paper presented to the Rural Sociology Section, Southern Association of Agricultural Scientists in Annual Meeting (Atlanta, GA, February 1-4, 1981). Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, "Defining and Achieving Life Goals: A Process of Human Resource Development."

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, *Agricultural Colleges, Agricultural Education, Career Choice, Career Education, Comparative Analysis, Conservation (Environment), Cultural Influences, Graduate Study, Higher Education, Influences, Land Grant Universities, *Occupational Aspiration, Parent Financial Contribution, Profiles, Sex

Bias, Sex Role, *Student Attitudes, *Student Characteristics, Student Costs, Tuition
Identifiers—*Korea, *United States (Southeast)

A survey was administered to 789 agricultural students in Korea, and to 1019 students in 1890 schools and 2535 students in 1862 schools in the southeastern United States; responses were compared to establish similarities and differences between Korean and American students attending agricultural colleges. Differences between Korean and 1890 students, while significant, were notably less than those between Korean and 1862 students. Each student body was disproportionately male. More Koreans came from rural-agricultural backgrounds, and more of their parents were reared in rural-agricultural environments. Korean parents had less educational achievement than American parents. Korean students had less work experience than Americans. Fewer Koreans who planned to seek advanced degrees planned to stay in agriculture, but more of them expected to pursue that degree at their undergraduate university. Each student body discounted the influence of other persons on choice of a college major; recognition of the influence of circumstantial factors upon choice of a major was mixed. Parents were the basic source of college funding for Koreans; 1890 students were least dependent upon aid from parents. Far fewer Koreans anticipated eventual ownership of a farm. All students agreed on a desire to attain the highest levels of education. More Koreans believed in traditional roles for women and supported environmental conservation. Despite a traditionalistic cultural orientation, Korean responses lacked uniformity. (CM)

ED 200 375 RC 012 614

McCormack, Sammie

One School's Positive Action Plan.

Jefferson County School District 509-J, Madras, Oreg.

Pub Date—Mar 81

Note—17p.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, *Behavior Change, Discipline Policy, Elementary Education, Grade 1, Grade 2, Grade 3, Grade 4, *Incentives, *Individual Development, *Positive Reinforcement, Rewards, Rural Schools, Self Actualization, *Self Control, Self Evaluation (Individuals), Small Schools, Student Evaluation
Identifiers—Oregon

Because they felt that students can be responsible for their own behavior, the staff of Jefferson Elementary School, serving 300 students in grades 1 through 4 in a small rural community, developed a program which promoted self-management. In September 1979, teachers participated in an assertive discipline workshop. A Positive Action Plan evolved, designed to foster consistency in classroom and cafeteria and on the school grounds. A formal written program was shared with parents the following September and then went into effect. Teachers provided positive information to parents at least every other week. Children were given immediate rewards for positive behavior; teachers wrote them "love notes," took them on short walking field trips, or gave them small prizes. Monthly assemblies rewarded those who had behaved appropriately. Students who demonstrated appropriate behavior most of the time could apply to become self-managers. If they answered "almost always" to a checklist of 26 items and their teachers agreed, with 2 other staff members supplying supportive signatures, certificates and gold self-manager buttons were awarded. Consequences for improper behavior were consistent but flexible. The plan, which improved relationships of students, parents, staff, and townspeople, was evaluated and rewritten after a year. The rewritten plan and a self-manager application are appended. (CM)

ED 200 376 RC 012 616

Study of Title II of PL 93-638.

National Indian Education Association, Minneapolis, Minn.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date—Sep 75

Contract—K51C14200949

Note—431p.; Paper copy not available due to poor print quality.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, American Indians, *Educational Finance, Educational History, *Educational Legislation, Elementary Secondary Education, Equalization Aid, *Federal Aid, Federal Indian Relationship, *Federal Programs, Federal State Relationship, *Government School Relationship, Property Taxes, Public Schools, Self Determination, State Aid, State School District Relationship, Tribes
Identifiers—Alaska, Arizona, Elementary Secondary Education Act Title I, Idaho, Impact Aid, Indian Education Act 1972, Indian Self Determination Education Assistance Act, Iowa, *Johnson O Malley Act, Minnesota, Montana, Nebraska, New Mexico, Oregon, South Dakota Focusing on the Johnson O'Malley Act (JOM) and its relationship to subsequent laws, this report on the financing of Indian education in public schools examines the allocation and use of JOM funds for basic educational costs and for supplementary programs, as well as the mixes of local, state, and federal tax revenues available to school districts with Indian students. One section covers the legislative history of several laws on federal funding for Indian education: JOM; Public Law 874 and Public Law 815 (together known as Impact Aid); the Elementary and Secondary Education Act, Title I; the Indian Education Act, Title IV; and the Indian Self-Determination and Education Assistance Act (Public Law 93-638). Other sections discuss: property tax as a source of funding for public schools on or near reservations; JOM funds; supplementary federal programs (including suggestions from Indian parents and fiscal data); and plans in 10 states for financing Indian education. Included are 8 conclusions and 14 recommendations. Appendices contain excerpts from the work requirements for this report, a seven-page bibliography, comments from the Affiliated Tribes chairman, and Indian leaders in New Mexico, Alaska, and Minnesota, and excerpts from a fact sheet by the Red Lake Education Task Force. (AN)

ED 200 377 RC 012 617

Groves, D. L. Merski, J. E.

Some Important Considerations in the Development of a Camping Program for Special Education Audiences.

Pub Date—Feb 81

Note—9p.; Paper presented at the annual meeting of the Southern Association of Agricultural Scientists, Rural Sociology Section (Atlanta, GA, February 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, Behavior Modification, Children, Daily Living Skills, *Day Camp Programs, Educational Needs, Exceptional Persons, Nontraditional Education, Normalization (Handicapped), Organizational Communication, *Outdoor Education, *Program Effectiveness, Program Evaluation, *Resident Camp Programs, Self Care Skills, *Special Education

Two methods were used to identify important operational constraints and their potential impact on special education camps: a review of current literature and programs using content analysis and the development of day and resident camping experiences. In the content analysis, a process of evolution through trial and error was seen as leading to better camping programs for special audiences. Nine operational constraints were isolated as being important. Outcomes of these were identified as self-development, skill acquisition and development, social skill development, and motivational stimulation. Case studies, based on day and resident experiences for mentally retarded audiences, were undertaken to test the constraints in relation to outcomes identified. Stimulation of the senses through tangible qualities of the environment, a low ratio between teaching and counseling staff and participants, and a program before and after the camping experience were indicated as the most important operational constraints in the development of a quality curriculum. The three main concerns in program development were identified as a multi-dimensional tool for assessment, an efficient method of implementation, and an effective instrument for evaluation. A cooperative communication network was described as a major factor in controlling any one of the three. (JD)

ED 200 378 RC 012 618

Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden, May 15-17, 1979).

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DESC/EES-(79)-41

Pub Date—17 Oct 79

Note—54p.; Not available in paper copy due to publisher's choice.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, Bilingual Education, *Migrant Adult Education, Migrant Programs, Modern Languages, *Pilot Projects, *Program Development, *Second Language Instruction, *Second Language Programs, Teacher Education

Identifiers—Council of Europe (France), Europe (West), France, Germany, Sweden

Specific objectives of the May 1979 colloquy of the Council for Cultural Co-operation of the Council of Europe are described as: (1) to present and discuss three pilot projects in France, the Federal Republic of Germany, and Sweden for developing language learning objectives for adult migrants; (2) to produce plans for further modern language training activities in countries concerned with social and linguistic problems of migrants and their families; and (3) to provide for the deployment of tools for systems development which may lead to the selection of appropriate objectives, methodology, evaluation, and recognition. Texts of speeches and project presentations by participants are followed by a consolidated report, resulting from discussion of the pilot projects by four working groups who formed recommendations which were subsequently discussed, amended, and adopted by the participants. Recommendations are: to continue the pilot projects for teaching host country languages to migrants; to evaluate information on the progress and results of the projects and make it available to concerned countries; and to establish effective working links between the Project "Modern Languages" and other projects and bodies within the Council involved with matters of migration affecting the welfare and education of migrants and their families. (JD)

ED 200 379 RC 012 619

Beal, George M.

Knowledge Generation, Organization Dissemination and Utilization for Rural Development.

Pub Date—7 Aug 80

Note—20p.; Paper presented at the World Congress for Rural Sociology (5th, Mexico City, Mexico, August 7-12, 1980).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communications, *Information Dissemination, *Information Networks, *Information Utilization, Linking Agents, Marketing, *Rural Development, Scientific Enterprise, Systems Approach, *Technology Transfer

A "communication system" paradigm for dissemination of appropriate knowledge, information, and technology needed for effective rural development is briefly described. The paradigm describes six categories of interrelated functions, activities, and processes: (1) scientific knowledge production by carrying out basic and applied research; (2) knowledge-management, where information is monitored, screened, indexed, catalogued, packaged, and stored in an accessible and retrievable form; (3) knowledge-translation, which synthesizes and converts scientific research into information useful to product-developers attempting to formulate solutions to practical problems; (4) product development, which combines scientific knowledge with knowledge of user needs, and develops products which have the potential of meeting those needs; (5) product-dissemination, which involves understanding the product and its uses, designing dissemination and communication strategy, distributing, adapting, and installing the product; and monitoring the product performance; and (6) product-adoption/ utilization, by which users discover and diagnose problems, locate, try-test, adopt, and assimilate solutions into existing systems. A hypothetical example shows that a linear flow of knowledge information from basic research to the ultimate user need not be assumed in using the paradigm to improve dissemination of information for rural

development. (JD)

ED 200 380

RC 012 624

Gasparini, Alberto

The Reasons Why Farm Children Drop Out of School.

Pub Date—7 Aug 80

Note—35p. Paper presented at the World Congress for Rural Sociology (5th, Mexico City, Mexico, August 7-12, 1980).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Adolescents, *Classroom Environment, Cultural Influences, *Dropouts, *Family Influence, Family School Relationship, Grade Repetition, Learning Problems, *Peer Influence, Relevance (Education), Role Perception, Rural Education, Rural Farm Residents, Rural Nonfarm Residents, *Rural Youth, *Socioeconomic Influences, Student Teacher Relationship, Student Transportation, Values Identifiers—Italy

To study the relationship between the school and the rural family, and particularly to establish reasons for student dropout, a questionnaire was administered in 1973 to 103 students who dropped out of school in 2 large rural towns in the Veneto, Italy. Responses indicated that about 60% of the adolescents left school to help out the family or because what the school taught was seen as not relevant or useful. Other causes of student dropout included: school difficulties, confirmed by grades repeated (35.6%); family authority and internal relationships (22.3%); peer group influence (17.5%); health reasons (12.6%); in-class teacher discrimination (11.2%); discrimination by classmates (9.7%); and difficulty in traveling the distance to school (9.7%). The fact that these clusters of causes added up to more than 100% indicated that the decision to drop out of school early was not the result of a single, clearly defined motivation. Early abandonment of obligatory schooling by rural (especially farm) children is proposed as an indicator of the non-existent relationship between the school and the rural world; to remedy the situation the complex farm and rural culture should be incorporated into the culture, teaching methods and content of the school. (CM)

ED 200 381

RC 012 625

Erickson, Susan Harris, Buck

The Adventure Book—A Curriculum Guide to School Based Adventuring with Troubled Adolescents.

Wilderness School, Goshen, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date—[80]

Note—111p. Paper copy not available due to publisher's choice.

Available from—Wilderness School/Alternative Education Project, Box 2243, Goshen, CT 06756 (\$6.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescent Development, *Adventure Education, *Behavioral Objectives, Behavior Change, Behavior Problems, *Delinquent Rehabilitation, Enrichment Activities, Experiential Learning, Nontraditional Education, *Outdoor Activities, Outdoor Education, Program Design, Secondary Education, Self Concept, *Special Programs

Designed to provide information for teachers wanting to use adventure activities with students and to help teachers in developing programs with clear objectives, solid logistic support, and safe policies and procedures, this teaching guide focuses on the goal of having a permanent impact on the self-concepts, behaviors, and attitudes of troubled adolescents. Two introductory chapters give an overview of the Wilderness School and the field of outdoor education: its history, purposes, processes and theories, and emphasize that the intent of the book is to present outdoor activities as small, manageable lessons that can be taught 75% in the classroom and 25% outdoors. In Section I the guide presents discussions, activities, and lessons, and instructions on how to use them, in the following areas: (1) initiative problems; (2) prerequisite skills; (3) backpacking and hiking; (4) paddling; (5) rock climbing; (6) outdoors in winter; (7) enrichment activities; and (8) debriefings. Section II, written for program organizers, includes a sample

one-year calendar of activities, information on scheduling, logistics, safety policies and procedures, program evaluation, and checklists of equipment. Appendixes provide a sample contract from the Wilderness School program, brief reviews of the school's research, and a bibliography. (JD)

ED 200 382

RC 012 626

Young, Ken M.

An Emerging Model in Rural America, Community Based Education, Paper Number Four.

Office of Education (DHEW), Washington, D.C.

Teacher Corps.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Jul 80

Contract—300-79-012

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Agency Cooperation, *Citizen Participation, Community Development, Community Education, *Community Involvement, *Cooperative Planning, Coordination, Educational Philosophy, Elementary Secondary Education, Lifelong Learning, Models, *Rural Education, Rural Schools, *School Community Programs, School Community Relationship, *Shared Facilities

Identifiers—*Community Based Education

A community-based education program enables rural communities to meet needs and solve problems by utilizing the total community environment and its human resources. Components of this program are: (1) expanded use of school facilities; (2) lifelong learning and enrichment programs; (3) interagency coordination, cooperation, and collaboration; (4) citizen involvement and participation; (5) utilization of community in K-12 programs; and (6) community organization and development. Many communities begin a community-based education program by using school buildings as community-centered schools for educational, social, and community events. The school, community groups, and individuals share responsibility for development of lifelong learning and enrichment programs. Coordinated activities of service and governmental agencies and social, youth, and civic groups can produce a total program to meet community needs. Citizens participate through a community council which takes an active role in developing and implementing all aspects of the community-based education program. Through integration of solutions to home, school, and community needs, the program strengthens and reinforces learning experiences and provides a means of reinforcing values, beliefs, and attitudes. Finally, community members can exert their collective power to bring about needed changes. A general comparison of school-based and community-based educational philosophies is included. (CM)

ED 200 383

RC 012 627

Claydon, Leslie F.

Refugee Settlers: Some Aspects of Australia's Changed Institutional Response.

Pub Date—Dec 80

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, Adult Education, Cultural Differences, Elementary Secondary Education, Ethnic Groups, Housing, *Immigrants, *Intercultural Programs, Migrant Employment, *Migrant Problems, Migrant Welfare Services, Multicultural Education, *Refugees, Remedial Programs, *Second Language Programs, Social Integration

Identifiers—*Australia

Reporting on Australia's attempts to aid in the resettlement of European and Asian refugees and other immigrants, this paper focused on the progress of governmental institutions in dealing with migrant problems such as education, employment, and cultural integration. The language barrier, caused by a lack of knowledge of English by the majority of incoming migrants, constituted the major inhibitor of acculturation into the socioeconomic and educational systems. Government efforts to identify and combat language disadvantages resulted in the development and initiation of multicultural programs for migrant adults and their children. Implementation of the recommendations of a Parliamentary review in 1977 included a "Program of Initial Settlement," which concentrated on intensive courses in English and formal orientations in housing,

education, employment, and other areas of need. Settlement centres, unemployment benefits, interpreter services, multicultural resource centres, voluntary services, media services, and the creation of an Institute of Multicultural Affairs contributed to the nationwide and federally funded initiative, which is currently being evaluated, and which is believed to have done much to alleviate the common problems faced by Australia's migrants. (JD)

ED 200 384

RC 012 629

McIvin, Emily A. And Others

Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent.

Pub Date—17 Apr 81

Note—13p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 17, 1981).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Citizenship Education, *Educational Philosophy, Education Majors, Geographic Regions, Higher Education, Majors (Students), *Preservice Teacher Education, *Rural Population, *Social Studies, *Student Attitudes, *Student Teachers

Identifiers—Alabama, Maine, Montana, Texas

Social studies teachers at all levels are confused about the nature and purpose of social studies. Pre-service teachers (260) enrolled in undergraduate methods courses in four universities (University of Maine, Auburn University, Texas Tech University, Eastern Montana College) were surveyed to determine their perceptions of the purpose of social studies and the effect of background variables on those perceptions. Although significant differences occurred sporadically throughout the data, pre-service teachers generally preferred the reflective inquiry approach to social studies over that of social studies as citizenship transmission or as social science; this contradicted expectations and previous findings on perceptions of experienced teachers. Older students supported the reflective inquiry approach more strongly, while rural students were less positive toward non-traditional instructional approaches and may have greater needs for structure. Students majoring in early childhood education, elementary education or secondary education tended to prefer the social science approach. Geographical background had no correlation to perceptions of pre-service teachers, suggesting that confusion regarding social studies is a nationwide phenomenon. Research recommendations included: studying the influences of classroom supervising teachers, curriculum materials, and the predispositions of methods instructors; and tracing the philosophical development of students to the implementation of their philosophy in the classroom. (SB)

ED 200 385

RC 012 630

Helge, Doris

National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act.

Murray State Univ., Ky. Center for Innovation and Development.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—May 80

Grant—G007801686

Note—28p. For a related document, see ED 190 292.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ancillary School Services, Comparative Analysis, Cooperative Programs, *Delivery Systems, Educational Change, Elementary Secondary Education, Exceptional Persons, *Federal Legislation, Parent Participation, Program Evaluation, *Rural Schools, *Small Schools, *Special Education, Special Education Teachers, Teacher Education, Teacher Recruitment

Identifiers—*Education for All Handicapped Children Act, *Impact Studies

Major findings are presented of a national comparative study with two primary objectives: first, to identify performance of rural special education service delivery systems prior to the 1975 enactment of Public Law (PL) 94-142 and again during the 1979-1980 school year in providing a free, appropriate education for all handicapped children, with appropriate parental involvement and support; and second, to identify facilitating and hindering factors

which operate to determine the success or failure of district/cooperative compliance with PL 94-142. Data represent responses from administrators and educators from 43 special education cooperative and 32 school districts in 17 states via 2-day site visits and telephone interviews. Results deal with various categories of handicapped students identified and served; alternate instructional arrangements, roles, and responsibilities; diagnostic, vocational, and other services; changes in organizational structures; interagency agreements for services; and major problems (i.e. qualified staff recruitment/retention, funding inadequacies, and providing appropriate and continuous inservice). Performance improvements in rural special education programming and services are termed phenomenal. A national initiative for a rural teacher education program and more federal funding are deemed necessary to ameliorate many of the barriers to full implementation of PL 94-142 in rural schools. (AN)

ED 200 386

RC 012 631

Philbrick, Roger B. And Others

Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—WSDPI-Bull-1191

Pub Date—Jul 80

Note—195p.; Best copy available.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Administrator Attitudes, *American Indian Education, American Indian Languages, American Indians, *Bilingual Education, Case Studies, Cultural Awareness, *Educational Assessment, Educational Development, Elementary Secondary Education, English (Second Language), Field Interviews, *Multicultural Education, Needs Assessment, *Parent Attitudes, Questionnaires, Rural Urban Differences, School Community Relationship, School Districts, State Surveys

Identifiers—Limited English Speaking, *Wisconsin
An Indian education needs assessment conducted in Wisconsin had two components, the first a survey of school district administrators (or their assistants) via a four-part questionnaire, and the second a survey of parents or guardians in 20 Indian communities via questionnaires orally administered by trained personnel. Out of a total of 438 questionnaires sent to 436 public school and 2 private Indian school administrators, 305 (70%) were returned and represented a total of 5,533 Indian students. Findings are discussed in terms of four objectives: (1) to create a statewide awareness of the need for American Indian language and culture programs, (2) to stimulate local school districts to develop educational programs, (3) to show how school districts have responded to perceived needs, and (4) to involve the Indian community in the development of programs. Two case studies compare the perceptions of school authorities and of Indian parents in an urban and in a non-reservation rural school district as to the four objectives. Overall, the findings indicate that administrator awareness of the need for American Indian bilingual/bicultural programs is very low because of the way they view Indian students, while parents rate bilingual programs and cultural offerings for their children as the greatest area of unmet need. (AN)

ED 200 387

RC 012 640

Bennesson, Dorte

Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980.

Ministry of Education, Copenhagen (Denmark).

Pub Date—27 Jun 80

Note—34p.; Translation from Danish.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, Adult Vocational Education, Compensation (Remuneration), Correspondence Study, Cultural Activities, Educational Legislation, Elementary Secondary Education, Evening Programs, *Experiential Learning, Extension Education, Extracurricular

Activities, *Federal Programs, *Leisure Time, National Programs, *Nontraditional Education, Outdoor Education, Prevocational Education, Recreational Activities, Relevance (Education), Vocational Interests, *Youth Programs

Identifiers—*Denmark

Consolidation of two earlier Danish Ministry of Education Acts in 1980 resulted in a 12-part Act which outlines programs and activities in leisure-time education for children and adults. Sections of the Act cover: (1) youth schools; (2) leisure-time activities for children and young people, including interest-groups, youth clubs and use of school premises; (3) leisure-time education for adults, including evening schools, special instruction, vocational courses and interest groups; (4) supplementary cultural arrangements; (5) advisory bodies and liaison committee; (6) university extension activities; (7) correspondence schools; (8) leisure-time instruction for seamen; (9) leisure-time advisors; (10) training of leaders and teachers; (11) fitting up premises; and (12) interim provisions, and the coming into force of the regulations. (JD)

ED 200 388

RC 012 643

Eldridge, Marie D.

Private School Data: Issues of Policy and Procedure. The Federal Perspective.

National Center for Educational Statistics (ED), Washington, D.C.

Pub Date—15 Apr 81

Note—14p.; Paper presented at the American Education Research Association Annual Meeting (Los Angeles, CA, April 15, 1981).

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, Boarding Schools, *Data Collection, Day Schools, *Elementary Secondary Education, Federal Government, Government School Relationship, Parochial Schools, *Private Schools, School Statistics, *School Surveys, Single Sex Schools, Students, Teachers

Even though their diversity makes comparison with public schools difficult, American private schools should voluntarily provide data about their students, teachers, and their students' academic abilities to the government's National Center for Education Statistics (NCES). NCES' private school data will increase the schools' visibility and help inform government policy makers who propose laws and regulations that ultimately affect private schools. Results of a 1976 to 1979 mail survey of private schools, sponsored by NCES, the Council for American Private Education, and the National Catholic Education Association indicated that in 1979, a total of 19,663 private schools existed in the United States, serving 5,084,297 students with 272,664 teachers. An average of 259 students attended each school, 80% of which were Catholic schools. Two-thirds of all private school students attended Catholic schools. Private schools comprised 18.4% of all schools and served 10.7% of all students with 11.9% of all teachers. Enrollments in boarding schools declined but enrollments in schools serving one sex increased. National longitudinal studies of high school seniors in 1972 and 1980 indicated that 1980 seniors were more interested in money and academics and less interested in correcting socioeconomic inequalities than 1972 seniors. (SB)

ED 200 389

RC 012 644

Nehrt, Roy C.

Private Schools in American Education.

National Center for Educational Statistics (ED), Washington, D.C.

Report No.—NCES-81-104

Pub Date—Jan 81

Note—48p.

Available from—Statistical Information Office, National Center for Education Statistics, 205 Presidential Bldg., 400 Maryland Ave., SW, Washington, DC.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Boarding Schools, *Catholic Schools, *Comparative Analysis, Educational History, Elementary Secondary Education, Federal Programs, *High School Graduates, Parochial Schools, *Private Schools, *Public Schools, School Size, School Statistics, Single Sex Schools, *Student Teacher Ratio

Identifiers—First Amendment

The vital, sometimes controversial contribution of private schools to American education is documented by data gathered from 1976 to 1979. Although the totals reported are estimates because many values had to be statistically imputed, many patterns emerge. The proportion of private schools to all schools has varied only slightly since 1932. Although the number of private schools is currently decreasing at a faster rate than the number of public schools, private enrollment shows a slower decline. Eighteen percent of all elementary and secondary schools are private. Private schools enroll over 10% of all students; employ 11% of all teachers; account for 10% of all high school graduates; and generate and spend about 6% of the total amount spent for elementary and secondary education. Among private schools, 80% have church affiliation; 50% are Catholic schools enrolling 64% of all private school pupils. Enrollments in Catholic schools are declining but those in other church schools are rising. Also, 65% of private schools are elementary level with 59% of all private schools students; 12% are secondary with 21% of the students; and 17% combine both levels with 18% of the students. Pupil-teacher ratios are generally lower than the 1976 public school average. (SB)

ED 200 390

RC 012 658

Mahan, James M.

Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project.

Pub Date—16 Apr 81

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (Los Angeles, CA, April 16, 1981).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, American Indian Reservations, *American Indians, Cultural Awareness, *Cultural Education, Females, Field Experience Programs, Higher Education, Longitudinal Studies, Multicultural Education, Preservice Teacher Education, *Student Teachers, Teacher Education, *Teacher Educators, *White Students

Identifiers—Hopi (Tribe), Navajo (Nation)

Data spanning the nine year life of a culturally-oriented field project sponsored by Indiana University indicated the feasibility and productive impact of intensive teacher preparation experiences in a cultural community (Native American) where the trainee (Anglo) functioned in the role of a minority person. For 9 consecutive years, 291 preservice teachers completed on-campus cultural preparation through seminars, workshops, films, readings, and interviews, then served for 17 weeks as student teachers and dormitory volunteer workers in Bureau of Indian Affairs schools in isolated Navajo and Hopi communities and submitted attitudinal and cultural implications reports each two weeks. Participants were predominantly Anglo female education majors from mainstream Anglo communities and public schools. Project participants reported to placement sites friendliness and somewhat apprehensive. They departed having several close Native American friends and highly pleased with the experience. Native Americans at each site taught pedagogy, culture, adaption skills, ethnic understanding, and human commonalities. Native American educators reported that young teachers who were immersed in the local culture made culturally-oriented adjustments in their teaching strategies and style. Followup data indicated that teachers culturally prepared on Indian reservations were highly employable both in Native American settings and in mainstream settings. (CM)

SE

ED 200 391

SE 033 232

Griffith, Joe H. And Others

Teacher's Guide for Balloons and Gases.

Elementary Science Study, Newton, Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ISBN-07-017714-7

Pub Date—71

Note—50p.; Photographs may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education. *Elementary School Science. Instructional Materials. *Physical Sciences. *Science Activities. *Science Course Improvement Projects. Science Curriculum. Science Education. Science Instruction. *Teaching Guides

Identifiers—*Elementary Science Study

This guide was developed to provide children with an opportunity to prepare and collect several common gases and to discover and work with some of their properties. The guide is divided into five major sections: (1) introduction, (2) materials, (3) activities, (4) balloons aloft, and (5) an appendix. The introduction provides information concerning use of the guide, grade level, scheduling, and evaluation. The materials section lists materials needed for this unit. The activities section describes activities involving biotomymol blue, carbon dioxide, oxygen, hydrogen, and mystery gases. The Balloons Aloft section describes a concluding activity. The appendix provides information on safety precautions, preparations, recipes and techniques, and the yardstick balance. (DS)

ED 200 392

SE 033 233

Gillmor, Mary S. And Others

Mosquitoes: A Resource Book for the Classroom.

Elementary Science Study. Newton, Mass. Spons Agency—National Science Foundation. Washington, D.C.

Report No.—ISBN-07-017723-6

Pub Date—71

Note—34p. Photographs may not reproduce well.

Pub Type—Guides - Classroom - Learner (51) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Animals. Biological Sciences. Elementary Education. *Elementary School Science. *Instructional Materials. *Resource Materials. *Science Activities. *Science Course Improvement Projects. Science Curriculum. Science Education. Science Instruction

Identifiers—*Elementary Science Study. *Mosquitoes

This booklet was written for anyone interested in growing mosquitoes and experimenting with them. There are three major sections: (1) rationale for studying mosquitoes, (2) raising mosquitoes, and (3) some scientific findings. The first section describes basic information about mosquitoes. The second section includes information about materials, hatching eggs, mosquito larvae and pupae, adult mosquitoes, and the complete life cycle of mosquitoes. Scientific findings include information on mosquitoes and sound, biting, mosquito flight, and different types of mosquitoes and the diseases they spread. (DS)

ED 200 393

SE 033 234

Bruno, Merle S. And Others

Teacher's Guide for Earthworms.

Elementary Science Study. Newton, Mass. Spons Agency—National Science Foundation. Washington, D.C.

Report No.—ISBN-07-017707-4

Pub Date—71

Note—47p. Photographs may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Animals. *Biological Sciences. Elementary Education. *Elementary School Science. Instructional Materials. *Science Activities. *Science Course Improvement Projects. Science Curriculum. Science Education. Science Instruction. *Teaching Guides

Identifiers—*Elementary Science Study

This teacher's guide on earthworms includes four major sections: (1) introduction, (2) caring for earthworms in the classroom, (3) classroom activities, and (4) the appendix. The introduction includes information concerning grade level, scheduling, materials, obtaining earthworms, field study, classroom clean-up, and records. Caring for earthworms and instructions for preparing a worm box are found in the second section. The classroom activities section includes such activities as introducing earthworms, outdoor-indoor activities, experiments, worms in the rain, worm food investigations, worm races, winter worms, underground activities, and other animals children may find. The appendix includes possible earthworm suppliers. (DS)

ED 200 394

SE 033 235

Barclay, William L. III And Others

Teacher's Guide for Senior Balancing.

Elementary Science Study. Newton, Mass. Spons Agency—National Science Foundation. Washington, D.C.

Pub Date—70

Note—92p. Photographs may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Education. *Elementary School Science. Instructional Materials. Interdisciplinary Approach. Mathematical Applications. *Physical Sciences. *Science Activities. *Science Course Improvement Projects. Science Curriculum. Science Education. Science Instruction. *Teaching Guides

Identifiers—*Elementary Science Study

This guide provides opportunities for students to investigate several aspects of balancing including weighing, equilibrium, symmetry, gravity, and center of gravity, bringing mathematics and science together in activities involving graphing, inequalities, and number relations. This is divided into five major sections: (1) introduction, (2) beginning activities, (3) background for continuing investigations, (4) extensions, and (5) an appendix. The introduction provides information regarding teaching suggestions, scheduling, ages, and materials supplied. Beginning activities include early work, problems, troubleshooting, descriptions, numbering boards, and problem cards. The background for continuing investigations includes activities for predicting, weighing, off-center boards, and problems without solutions. The extensions section includes activities involving what makes the balance work and challenging problems. The appendix includes information on making balancing equipment and an example of unexpected happenings in the classroom. (DS)

ED 200 395

SE 033 398

Vassallo, Theodore P. And Others

An Experimental Engineering Technology Career Program for Disadvantaged Minority Students.

Temple Univ., Philadelphia, Pa. Coll. of Engineering Technology.

Spons Agency—National Science Foundation. Washington, D.C.

Pub Date—Nov 80

Grant—NSF-SED754-177131402

Note—87p. Contains occasional light type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Choice. *Career Education. College Science. *Engineering Education. Engineering Technology. Higher Education. *Minority Groups. *Program Descriptions. Science Education. Secondary Education. *Secondary School Science. Summer Programs. Workshops

During the six-year period (1975-80) the College of Technology of Temple University conducted an experimental project at the pre-college level aimed at the early identification of disadvantaged minority students seeking careers in engineering and/or engineering technology. The program was designed to encourage inner-city Philadelphia black and Puerto Rican 10-grade students who were proficient in mathematics and science to consider seeking careers in the fields of engineering technology. The program was jointly planned, executed, and evaluated by Temple University staff, Philadelphia School District teachers and counselors, and local business and industrial personnel. Ninety students participated in the project. The program's components included workshops, job placement, and job and career counseling. Results showed that 35% of the females and 27% of the males enrolled in engineering programs upon graduation. (Author/DS)

ED 200 396

SE 033 407

Citizen Education on Nuclear Technology

(CENT).

Intermountain Science Experience Center, Idaho Falls, Idaho.

Spons Agency—Department of Education, Washington, D.C.

Report No.—INTERSEC-80-1A

Bureau No.—522AH90440

Pub Date—80

Grant—G007904045

Note—142p. For related document, see SE 033 408.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Citizen Participation. *Community Education. Course Content. *Energy. *Instructional Materials. Interdisciplinary Approach. Learning Activities. Nuclear Energy. Nuclear Physics. *Power Technology. *Radiation. Science Activities. *Science Curriculum. Science Education. Science Instruction. Secondary Education. Secondary School Science. Units of Study

Using an interdisciplinary approach, this curriculum focuses on an understanding of: (1) the fundamental principles of operation of a nuclear power plant; (2) the place of nuclear energy in the overall energy-supply-demand situation; (3) risk-benefit balance of the major energy sources; and (4) the role of political action in the development of nuclear energy sources. It is suitable for both high school courses and adults in communities where nuclear energy has become an issue. Technological, environmental, ecological, sociological, economic, and political units as well as a decision making module for use in continuing community action are also included. (Author/DS)

ED 200 397

SE 033 408

Citizen Education on Nuclear Technology

(CENT). Teacher's Guide.

Intermountain Science Experience Center, Idaho Falls, Idaho.

Spons Agency—Department of Education, Washington, D.C.

Report No.—INTERSEC-80-1B

Bureau No.—522AH90440

Pub Date—80

Grant—G007904045

Note—42p. For related document, see SE 033 407.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizen Participation. *Community Education. *Energy. Interdisciplinary Approach. Nuclear Energy. Nuclear Physics. *Power Technology. *Radiation. Science Activities. *Science Curriculum. Science Education. Science Instruction. Secondary Education. Secondary School Science. *Teaching Guides

Using an interdisciplinary approach, this curriculum focuses on understanding: (1) the fundamental principles of operating a nuclear power plant; (2) the place of nuclear energy in the overall energy supply/demand situation; (3) risk-benefit balance of the major energy sources; and (4) the role of political action in developing nuclear energy sources. It is suitable for both high school courses and adults in communities where nuclear energy has become an issue. The teaching guide presents background information, possible activities and serves as a resource for the successful teaching of a topic. (Author/DS)

ED 200 398

SE 033 410

Friedlander, Jack

Human Beings and Their Environment. Final

Evaluation Report.

Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Science Foundation. Washington, D.C.

Pub Date—5 Dec 79

Grant—NSF-SED77-17962

Note—33p. Contains occasional light and broken type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges. *Curriculum Development. *Curriculum Evaluation. Ecology. *Environmental Education. Humanistic Education. *Interdisciplinary Approach. *Postsecondary Education

The purpose of this project was to develop and disseminate interdisciplinary instructional materials that focus on human beings and their impact on nine environmentally important areas within the continental United States. Drafts of the instructional modules and mini-modules were prepared by interdisciplinary teams participating in two summer workshops. Many of these modules, focusing on the Mojave Desert and the Northern Sierra Nevada, were completed by instructional design experts and sent to faculty members at one or more community colleges for peer review. Completed sets of materials will be sent to 48 individual colleges involved in the project. Further dissemination will take place through invitational workshops for other community colleges within the region. (Author/CO)

ED 200 399

SE 033 774

Taylor, Mary Louise, Ed.

Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.

Institute of International Education, New York, N.Y.

Spons Agency—DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

Pub Date—79

Note—252p.; Report of a Session at the Conference on International Education (Washington, DC, February 26-28, 1979).

Available from—Institute of International Education, 809 United Nations Plaza, New York, NY 10017 (\$14.00).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, Business Administration, College Science, Curriculum Evaluation, *Developing Nations, *Educational Needs, Engineering Technology, *Foreign Students, Higher Education, *International Education, *Science Education, Surveys, Technology. This investigation was undertaken to discover how effectively U.S. postsecondary curricula in key development fields are meeting the needs of students who will return to careers in countries much less developed industrially than the United States and which have very different agricultural and health-care needs. Research focused on U.S. curricula in agriculture, business administration, economics, engineering, engineering-related technologies, science, and health care professions. Department chairmen of U.S. universities with large numbers of foreign students were surveyed, as were diplomatic representatives of less-developed countries. U.S. cultural and public affairs officers in the countries, and developing-country alumni. Findings of the evaluation panel were that, in general, U.S. curricula are based on a core of essential knowledge that cannot, without serious loss, be modified significantly for a group of students with special needs. It was recommended that summer seminars, allowing U.S. faculty to teach in foreign countries, and students doing their dissertation research at home would be helpful. (Author/SK)

ED 200 400

SE 033 912

White, Arthur L., Ed. Novak, John A., Ed.

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0004

Note—221p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$4.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Cognitive Development, *Conference Papers, Elementary Secondary Education, Higher Education, Learning, Professional Associations, *Science Education, Science Instruction, Teacher Education

Identifiers—National Assn for Research in Science Teaching, *Science Education Research

Presented are abstracts for most of the papers presented at the 54th annual conference of the National Association for Research in Science Teaching (NARST), held at Grossinger's in the Catskills, April 5-8, 1981. Papers relate to learning in museums, classroom behavior, cognitive development, male-female differences, diagnostic testing, research methods, and other topics. (CS)

ED 200 401

SE 033 922

Science Curriculum Guide, Grades K-6.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—TAC-77-3689

Pub Date—[78]

Note—184p.; Contains occasional small, light, and broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Curriculum Design, *Curriculum Guides, Elementary Education, *Elementary School Science, *Process Education, *Science Curriculum, Science Education, Scientific Literacy, *State Curriculum Guides, Student Attitudes, *Teaching Guides

This science curriculum guide for grades K-6 consists of a continuum of fundamental skills and attitudes along which students progress from K-6, gradually strengthening their understanding of science. Process skills and attitudes are emphasized in this guide using content as the vehicle for learning the skills and attitudes. Six sections are presented: (1) goals and objectives, (2) skills, (3) attitudes and values, (4) elementary science curriculum models, (5) examples of K-6 science framework, and (6) appendices. The appendices include performance expectations, guidelines for selecting a program, helpful hints, student guide for projects, science laboratory safety and practices, resource materials, and a teacher suggestion form. (DS)

ED 200 402

SE 033 932

Botkin, James W. And Others

Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education.

International Center for Integrative Studies, New York, N.Y.

Spons Agency—Horace Mann Learning Center (ED), Washington, D.C.

Pub Date—15 Sep 80

Note—63p.; Not available in hard copy due to marginal legibility of original document.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cerebral Dominance, Elementary Secondary Education, Higher Education, *Lateral Dominance, *Learning, Learning Disabilities, *Neurological Organization, Neurology, Nutrition, Science Education, Science Instruction, Sex Differences

This report describes some current research which links selected aspects of brain research to selected issues in education. These issue areas include: (1) the relationship between neurophysiology and cognition; (2) the implications of cerebral lateralization for creativity, imagery, and art education; (3) sex differences in brain functioning; (4) nutrition and learning; (5) new methods in analyzing learning disabilities; and (6) implications for a newly emerging concept of holistic education. (Author/DS)

ED 200 403

SE 033 933

Botkin, James W. And Others

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s—Research and Studies.

International Center for Integrative Studies, New York, N.Y.

Spons Agency—Horace Mann Learning Center (ED), Washington, D.C.

Pub Date—15 Sep 80

Note—77p.; Contains occasional light and broken type.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Case Studies, Computer Managed Instruction, Computers, Cost Effectiveness, *Educational Technology, Higher Education, Instructional Systems, *Program Descriptions, *Research Reports, Teacher Effectiveness, *Technological Advancement

The significance of innovations in educational technology is examined. Issues such as measuring effectiveness and analyzing costs and the impact of these issues on classrooms, schools, and whole systems of education are discussed. A listing of current projects, with summaries, is provided. (Author/CO)

ED 200 404

SE 034 037

Szabo, Michael And Others

Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey.

Pub Date—78

Note—55p.; Contains occasional light and broken type in Appendix B.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Development, *Educational Research, Federal State Relationship, *Mathematics Education, Measurement, *Metric System, Program Development, *State Departments of Education, *State Standards, *Teacher Certification, Teacher Education

Identifiers—*Mathematics Education Research

The status of teacher certification practices and metrication programs at the State Department of Education level are reported. A survey was made of the plans, developments, goals, and projected metrication needs of personnel charged with preparing the public school population for life with the metric system. Nine categories were assessed by specific questionnaire items. Responding were 66 state supervisors, representing 42 states, the District of Columbia, and two territories. Among the findings: (1) 88% indicated there are presently no metric competency statements in teacher certification regulations; (2) 95% declared their region has commenced formal planning for implementing the metric system; (3) only 33% felt metric changeover could be accomplished by the end of 1980; and (4) 25% felt the role of the Federal government has been minimal. The document states that two issues must be resolved: (1) agreement on metric competencies to be developed in the teaching population, and (2) operational definitions of competency in the metric system. (MP)

ED 200 405

SE 034 414

Charles, Randall L. Mason, Robert P.

Recommendations for Mathematics Education: Final Report of the Mathematics Task Force.

West Virginia State Dept. of Education, Charleston. Mathematics Task Force.

Pub Date—3 Apr 80

Note—218p.; Not available in hard copy due to small print in Tables.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement, Curriculum Development, Educational Change, Educational Needs, Educational Research, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Education, *Needs Assessment, *State Action, *State Surveys

Identifiers—*Mathematics Education Research, Task Force Approach

Presented is the final product of a task force commissioned by the West Virginia Department of Education (WVDE) to study mathematics education in the state and formulate recommendations for improving mathematics achievement. The Mathematics Task Force (MTF) was commissioned in April, 1979, after the WVDE formally recognized mathematics as a top priority curriculum area and after analysis of student achievement revealed a highly unsatisfactory achievement profile. The 22 people selected for the MTF represented teachers, guidance counselors, special educators, principals, mathematics supervisors, county superintendents, college mathematics educators, and the lay public. The first of the three main sections of this report discusses the data collected, the samples from whom data were collected, and the procedures used for identifying needs and the related recommendations. The next chapter contains all the recommendations formulated, grouped into 15 need areas. The final chapter is a summary and conclusion which includes a discussion of the recommendations and comments on their implementation. The document concludes with ten appendices related to the study. (MP)

ED 200 406

SE 034 435

Federal R&D Obligations Will Show Real Growth in 1981 - Mostly From DOD Programs, Science Resources Studies Highlights, December 31, 1980.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-80-322

Pub Date—31 Dec 80

Note—9p.; Not available in hard copy due to marginal legibility of original document.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Budgeting, Federal Aid, *Federal Government, *Program Budgeting, Research, *Research and Development Centers, Resource Allocation, *Review (Reexamination), Sciences, *Scientific Research

Reviewed are the highlights of the president's 1981 budget proposal as they pertain to research and development (R&D) funds. Examined are research and development funding trends; 1981 program changes; performers; and proposed budgets for NASA, DOE, HHS NSF, and USDA. (CO)

ED 200 407 SE 034 450

Pennsylvania's Energy Curriculum for the Primary Grades.

Pennsylvania State Dept. of Education, Harrisburg. Spons Agency—Pennsylvania State Governor's Energy Council, Harrisburg.

Pub Date—80

Note—226p.; For related documents, see SE 034 451-457.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Elementary Education, *Elementary School Science, *Energy, Energy Conservation, *Environmental Education, Interdisciplinary Approach, Physics, *Science Activities, *Science Education, Science Instruction, Social Studies

Presented are approximately 100 energy-related lessons for elementary school students. Among the topics addressed are the importance of energy, future energy sources, energy conservation, forms of energy, and electricity. Most activities relate to science and/or social studies and include illustrated handouts to duplicate for students. Listed in each lesson plan are objectives, subject area, notes to the teacher, and teaching suggestions. (WB)

ED 200 408 SE 034 451

Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module.

Pennsylvania State Dept. of Education, Harrisburg. Spons Agency—Pennsylvania State Governor's Energy Council, Harrisburg.

Pub Date—80

Note—104p.; For related documents, see SE 034 450-457.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Current Events, *Energy, Energy Conservation, *Environmental Education, Interdisciplinary Approach, *Science Education, Secondary Education, *Secondary School Science, *Social Studies

Pennsylvania's Department of Education provides eight energy education modules that cover different secondary school disciplines. This introductory publication is designed to accompany each of the eight subject-area modules. It contains background information for teachers on topics ranging from energy's definition and past uses to nuclear waste disposal, energy conservation, and principles of energy economics. Also included are a glossary, bibliography, and list of free films and other resource materials. (WB)

ED 200 409 SE 034 452

Pennsylvania's Energy Curriculum for the Secondary Grades: Biological Science.

Pennsylvania State Dept. of Education, Harrisburg. Spons Agency—Pennsylvania State Governor's Energy Council, Harrisburg.

Pub Date—80

Note—31p.; For related documents, see SE 034 450-457.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biology, Botany, Ecology, *Energy, Environmental Education, *Science Activities, *Science Education, Science Instruction, *Secondary School Science

Identifiers—Alternative Energy Sources

Described are about two dozen laboratory experiments, demonstrations and class discussions intended to supplement secondary school biology curricula with energy-related learning activities. Concepts examined in these materials include photosynthesis, energy from biomass, feeding relationships, pyrolysis, and respiration. Lessons contain notes to the teacher, objectives, discussion questions, and recommended procedures. (WB)

ED 200 410

SE 034 453

Pennsylvania's Energy Curriculum for the Secondary Grades: Earth Science.

Pennsylvania State Dept. of Education, Harrisburg. Spons Agency—Pennsylvania State Governor's Energy Council, Harrisburg.

Pub Date—80

Note—66p.; For related documents, see SE 034 450-457. Maps may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Earth Science, *Energy, Environmental Education, Field Trips, *Geology, Natural Resources, *Science Education, Science Instruction, *Secondary School Science

Two dozen energy-related earth science lessons comprise this guide for secondary school teachers. Intended to provide information about energy issues that exist in Pennsylvania and throughout the world, the activities cover topics such as coal mining, radioactivity, and the distribution of oil and gas in Pennsylvania. Lessons include objectives, procedures, illustrated student handouts, and teacher references. Also listed are mines, museums, and power plants in Pennsylvania that earth science classes could visit. (WB)

ED 200 411

SE 034 454

Pennsylvania's Energy Curriculum for the Secondary Grades: English.

Pennsylvania State Dept. of Education, Harrisburg. Spons Agency—Pennsylvania State Governor's Energy Council, Harrisburg.

Pub Date—80

Note—40p.; For related documents, see SE 034 450-457.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, *Energy, *English Curriculum, *English Instruction, Environmental Education, Interdisciplinary Approach, *Language Arts, Science Education, Secondary Education

Offered in this compendium of lessons are suggestions and guidelines for incorporating energy issues into the language arts curriculum at the secondary level. Among the learning strategies employed in these activities are sustained silent reading, debates, literature appreciation, interviews, assigned compositions, and reading comprehension exercises. The manual is presented as a starting point rather than as a definitive curriculum. (Author/WB)

ED 200 412

SE 034 455

Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics.

Pennsylvania State Dept. of Education, Harrisburg. Spons Agency—Pennsylvania State Governor's Energy Council, Harrisburg.

Pub Date—80

Note—56p.; For related documents, see SE 034 450-457.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Consumer Science, *Energy, *Energy Conservation, Environmental Education, *Home Economics, *Home Economics Skills, Home Management, *Secondary Education

Identifiers—*Energy Consumption

Presented are 15 energy-related lessons for secondary school home economics students. Typical among these lessons are a home appliance energy audit, an analysis of the energy costs of various foods, and a study of energy conservation strategies in washing clothes and in personal care. The activities are grouped under three headings: (1) clothing and textiles, (2) food, and (3) housing. Each lesson plan includes one to four pages of background information for the teacher. (WB)

ED 200 413

SE 034 456

Whigam, Paul F. Zimmerman, Earl R.

Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts.

Pennsylvania State Dept. of Education, Harrisburg. Spons Agency—Pennsylvania State Governor's Energy Council, Harrisburg.

Pub Date—80

Note—146p.; For related documents, see SE 034 450-457. Contains photographs which may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Building Systems, *Energy, Environmental Education, Heating, *Industrial Arts, *Power Technology, Secondary Education, *Shop Curriculum, Solar Radiation, *Technological Advancement, Technology

Identifiers—Alternative Energy Sources

Compiled in this guide are 23 previously published documents for use by secondary school industrial arts teachers who want to incorporate energy studies into their curricula. Over half of the entries describe energy-related projects such as fireplaces, solar water heaters, and solar ovens. Other materials presented address the place of energy in the industrial arts curriculum. Photographs, charts, and diagrams illustrate many of the articles. (WB)

ED 200 414

SE 034 457

Pennsylvania's Energy Curriculum for the Secondary Grades: Social Studies.

Pennsylvania State Dept. of Education, Harrisburg. Spons Agency—Pennsylvania State Governor's Energy Council, Harrisburg.

Pub Date—80

Note—73p.; For related documents, see SE 034 450-456.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Action, Current Events, *Energy, *Environmental Education, Global Approach, Secondary Education, *Social Studies, *Technological Advancement, Technology, Values Clarification

Identifiers—Alternative Energy Sources

The crux of energy-related issues goes beyond technological matters to the political, economical, cultural, geographical, and historical aspects of human society. Accordingly, this manual presents background information and lessons that are designed to help secondary school social studies classes examine several facets of energy problems and solutions. Unit I. Pumping Iron, looks at energy from an historical perspective in an effort to identify some causes and effects. The next unit, Energy Alternatives Today, raises political and economical issues on the local and national levels. Unit III, A Global Perspective, is devoted to worldwide implications, while the final section, The Local Community as a Model, aims at personal and civic action. Numerous maps, charts, and diagrams illustrate the written material. (Author/WB)

ED 200 415

SE 034 459

Integral Elements of an Effective Mathematics Program.

Texas Education Agency, Austin. Div. of Curriculum Development.

Report No.—CU1 832 05

Pub Date—[81]

Note—21p.

Available from—Texas Education Agency, 201 East 11th St., Austin, TX 78701 (\$1.00).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, Evaluation, *Evaluation Methods, *Mathematics Curriculum, *Mathematics Education, Program Evaluation, *School Surveys, *Surveys, Tests

This document is designed to assist schools in planning, coordinating, implementing, and evaluating mathematics programs. Eighteen elements are listed which are viewed to be basic to an effective program. The elements are grouped into evaluation areas that focus on administrative coordination, the mathematics teacher, instruction, the curriculum and instructional materials, staff development, physical facilities and equipment, and community involvement. The elements are listed with related questions and a rating scale that may be used to study existing programs. All elements are considered to be attainable, and attainment of all 18 is seen to indicate a successful mathematics program. Two sample forms, called the school-level mathematics target form and the school-level target monitoring form, are provided. These are designed to record and monitor progress towards identified targets by utilizing the integral elements and related questions that make up the bulk of this publication. (MP)

ED 200 416 SE 034 540

Parkhurst, Scott

Hand-Held Calculators in the Classroom: A Review of the Research.

Pub Date—[79]

Note—11p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Calculators, Educational Research, Educational Technology, Elementary Secondary Education, *Learning Theories, *Literature Reviews, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction

Identifiers—*Mathematics Education Research

This report surveys many of the recent investigations on calculators and their use in mathematics education. The review notes that the widespread availability of hand-held calculators and their affordability has led to their consideration as a viable tool to aid in mathematics instruction. The studies reviewed suggest that many questions are still unanswered, with the majority of studies that compared groups using or not using calculators either favoring the calculator group slightly or reflecting no significant differences. This result is considered unique to the typical case in mathematics education, with the positive trend lending support to the common sense belief of many mathematics educators that calculators will not adversely affect achievement. Many of the studies reviewed are seen as similar in that they are not concisely reported, are ambiguous, and have serious methodological flaws. Other problems with the research are pointed out, and further investigation of this new and developing area is suggested. (MP)

ED 200 417 SE 034 541

Champagne, Audrey B. And Others

Time Out for Problem Solving.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1979/22

Pub Date—79

Note—46p.: Not available in hard copy due to small print throughout entire document.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cognitive Development, *Cognitive Processes, *Educational Research, Elementary Secondary Education, *Geometric Concepts, Geometry, Learning Theories, Mathematical Concepts, *Mathematics Education, *Mathematics Instruction, *Preschool Education, *Problem Solving

Identifiers—*Mathematics Education Research

Teachers in elementary schools, supervisors of instruction, and other educational practitioners are the primary audience for this publication. The paper presents philosophical, psychological, and practical reasons for including a problem-solving approach in elementary school instruction. It draws on the writings of John Dewey, Jean Piaget, James Greeno, Robert Glaser, Lauren Resnick and others to bring together ideas about problem solving that are useful for the practicing teacher. In addition, the paper contains a detailed illustration of the use of a problem-solving approach to teach elementary school children the important concept of area. (Author)

ED 200 418 SE 034 542

Cowan, Elizabeth. Comp. And Others

Fairy Tales of the Sea [and] A Guide for Teachers.

Texas A and M Univ., College Station. Sea Grant Coll. Program.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—TAMU-SG-81-402; TAMU-SG-81-403

Pub Date—Feb 81

Note—167p.

Available from—Marine Information Service, Sea Grant College Program, Texas A&M Univ., College Station, TX 77843 (\$4.50 for student guide and \$2.00 for teacher's guide; bulk price on request).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basic Skills, Elementary Secondary Education, *English Instruction, Environmental

Education, *Folk Culture, *Language Arts, *Legends, Literature, *Marine Biology, Mythology, *Oceanography

Presented are 25 fairy tales from around the world that are related to the sea. Included in the teacher's guide are activities designed to serve as a catalyst to stimulate varied classroom uses for the tales. The curriculum outline provided follows the English Language Arts Curriculum Framework suggested by the Texas Education Agency and covers speaking, listening, reading, and writing. Among the recommended activities are listening to confirm predictions, playing a story, understanding literal and figurative language, and creating written interviews with story characters. (Author/WB)

ED 200 419 SE 034 543

Saxe, Geoffrey B.

Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Grant—NIE-G-78-0076

Note—301p.: Not available in hard copy due to marginal legibility of original document. Pages 11-38 removed due to copyright restrictions. Pages 290-299 missing from document prior to its being shipped to EDRS for filming.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cognitive Development, Cognitive Processes, *Computation, *Conservation (Concept), Educational Research, Elementary Education, *Elementary School Mathematics, *Learning Theories, Mathematics Education, *Number Concepts, Preschool Education

Identifiers—*Mathematics Education Research

This document focuses on research on the relation between children's use and understanding of counting as a symbol system for number and the development of number conservation concepts. An underlying assumption is that a better match between mathematics curricula and the educational needs of children will be facilitated by learning more about the factors which influence the formation of numerical skills. The research completed is presented in six sections; however section one containing overview articles has been removed from this document due to copyright restrictions. Section two reports on research on counting/number conservation relations. The third portion concerns developmental changes in children's conceptions of conventional counting properties. Section four presents studies of developmental changes in children's use of counting to represent numerical information. Section five discusses research on number concepts in Papu, New Guinea on topics other than conservation. The final portion presents planned research. Also included is a list of conference presentations, articles, chapters, and manuscripts disseminated during the funding period, and a list of additional research proposed during the support time of the projects. (MP)

ED 200 420 SE 034 545

Amend, John And Others

Energy & Conservation Glossary. Third Edition.

Energy and Man's Environment, Inc., Portland, Oreg.

Pub Date—80

Note—41p.: Not available in hard copy due to copyright restrictions.

Available from—Energy and Man's Environment, Inc., 7874 S.W. Nimbus Ave., Beaverton, OR 97005 (\$4.00).

Pub Type—Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Conservation (Environment), Conservation Education, *Definitions, *Energy, *Environmental Education, *Glossaries, Science Education, Social Studies, Technology, Vocabulary

Defined in this glossary are nearly 800 terms related to energy and conservation. Space provided at the end of each alphabetic section allows users to add new words and definitions. This publication is part of a set of resources prepared for teachers by "Energy and Man's Environment." (Author/WB)

ED 200 421 SE 034 547

Pikaart, Len And Others

1980 Ohio Regional Conferences on Mathematics Education.

Ohio Univ., Athens. Coll. of Education.

Spons Agency—National Science Foundation.

Washington, D.C.

Pub Date—80

Grant—NSF-SER-7909647

Note—287p.: For 1978 Conferences, see ED 164 328. Sections J.01-J.05, M.2.1-M.2.2, and Q.01-Q.17 deleted due to marginal legibility. Contains occasional light and broken type.

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Calculators, Curriculum Development, *Inservice Teacher Education, Junior High Schools, Learning Activities, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Problem Solving, *Resource Materials, Secondary Education, *Secondary School Mathematics, Teacher Education

Identifiers—General Mathematics

Six regional conferences designed to provide educational decision-makers and teacher-leaders with problem solving and calculator experiences, samples of materials, problem resources, strategies, guidelines, and summaries of research results, were held during 1980. The focus was on junior high and secondary schools, with a special emphasis on general mathematics. The purposes of the conferences were: (1) to describe and explore promising techniques for improving students' problem-solving abilities; (2) to provide direction on the effective use of the calculator in class; (3) to explore important curriculum options for general mathematics courses; and (4) to provide resources, describe techniques, and prepare participants for conducting inservice experiences in their own school systems on the above topics. A major portion of this document contains materials distributed to conference participants, and consists of papers compiled or written by the Conference Development Team. These papers were designed as resource materials for the participants to use when they conduct inservice activities for mathematics teachers at a later date and for participant use during the conferences. (MP)

ED 200 422 SE 034 549

Oglefree, Earl J. Chavez, Maria

Finger Mathematics: A Method for All Children.

Pub Date—81

Note—12p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Algorithms, *Computation, Elementary Education, *Elementary School Mathematics, Instructional Materials, *Learning Disabilities, *Learning Theories, Manipulative Materials, Mathematics Education, *Mathematics Instruction, Nonverbal Communication, Teaching Methods

Identifiers—*Finger Counting

The instruction of finger counting and finger calculation, also known as Chisanbop, is promoted as a natural method of introducing and teaching the basic processes of addition, subtraction, multiplication and division to children, particularly to those who are mentally and physically handicapped. The sequential process for teaching finger calculations is outlined, with diagrams, as a sequential procedure. Finger calculation is presented as a natural vehicle to learn mathematics for young children because it involves psychomotor activity, sense of touch, visual stimulation, and provides a natural bridge between sensory input and intellectual interpretation. Finger mathematics is seen to provide an environment for effective and efficient learning to take place by having a psychomotor base which is compatible with the learning style of children. It is cautioned that finger calculation is not a panacea or replacement for regular mathematics curriculum and classwork, but should be used as an introductory reinforcement and supplemental technique. (MP)

ED 200 423 SE 034 551
Energy Education Materials Bibliography, K-12.

1980, Second Edition.

Minnesota State Energy Agency, St. Paul.

Pub Date—Dec 80

Note—115p.; For related documents, see ED 162 900 and ED 184 856.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education. *Energy. *Environmental Education. *Instructional Materials. *Reference Materials. *Resource Materials. Science Education. Social Studies. Technology

Presented is a curriculum assessment and bibliography which identifies energy education materials useful to elementary and secondary teachers. Materials described are indexed by grade level and grouped according to whether they are: (1) activities, (2) background materials, or (3) teacher reference materials. In addition to the standard bibliographic information, each annotation lists subject areas, energy topics, types of activities, approach, student outcomes, assumed teacher background, and general evaluative comments. (WB)

ED 200 424 SE 034 552
Scherner, Sharon. Ed.**Conservation of Energy: Idea and Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Eight.**

Energy and Man's Environment, Inc., Portland, Oreg.

Pub Date—79

Note—176p.; Not available in hard copy due to copyright restrictions.

Available from—Energy and Man's Environment, 7874 S.W. Nimbus Ave., Beaverton, OR 97005 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Current Events, Elementary Secondary Education. *Energy. *Energy Conservation. *Environmental Education. Interdisciplinary Approach. Science Education. *Science Instruction. *Social Studies. Values

Presented are several hundred energy and environment-related instructional ideas and activities for grades K through 12. These brief suggestions are intended to serve as a resource bank of teaching ideas, rather than as a set of detailed lesson plans. Identified as to grade level, the activities are grouped into 8 sections which are each based on an energy conservation concept and series of general objectives. Educators may use this compendium as an activities guide, as a resource document for planning entire units, and as a tool for stimulating discussion in inservice programs. (Author/WB)

ED 200 425 SE 034 556
Glenn, Vincent J. Ed.**The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach.** National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.—ISBN-0-87353-171-X

Pub Date—81

Note—408p.

Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$28.00, NCTM members \$22.40; Orders of 10 or more receive 20% discount; Shipping and handling charges will be added to all billed orders).

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Academically Gifted. Disabilities. Elementary Secondary Education. *Exceptional Persons. *Learning Disabilities. Learning Problems. *Mathematics Education. *Mathematics Instruction. Physical Disabilities. *Special Education. Teacher Education

This publication, the second in the National Council of Teachers of Mathematics (NCTM) professional reference series, is a collection of essays, each coauthored by a professional mathematics educator and a special education professional and directed to a particular exceptionality. The premise that the mathematical education of exceptional children and youth requires more attention to such disciplines as developmental psychology, neurology, cognitive psychology, physiology, and

biochemistry is addressed. Individual chapter titles are: (1) Exceptional Children in Changing Times; (2) Variables in a Theory of Mathematics Instruction for Children and Youth; (3) Teaching Mathematics to Children and Youth with Perceptual and Cognitive Processing Deficits; (4) Teaching Mathematics to Socially and Emotionally Impaired Pupils; (5) Teaching Mathematics to Slow-Learning and Mentally Retarded Children; (6) Teaching Mathematics to the Talented and Gifted; (7) Teaching Mathematics to the Visually Impaired; (8) Teaching Mathematics to the Deaf and Hard of Hearing; (9) Teaching Mathematics of Children with Physical and Health Impairments; and (10) Improving Preservice and Inservice Programs for Teaching Mathematics to the Exceptional. (MP)

ED 200 426 SE 034 559**Shulte, Albert P., Ed. Smart, James R., Ed.****Teaching Statistics and Probability: 1981 Yearbook.**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.—ISBN-0-87353-170-1

Pub Date—81

Note—246p.

Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$13.75, NCTM members \$11.00; Discounts on quantity orders; Shipping and handling charges will be added to all billed orders).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Discovery Learning. Educational Games. Experiential Learning. Instructional Materials. Learning Activities. Lesson Plans. *Mathematical Applications. Mathematical Concepts. *Mathematical Enrichment. *Mathematics Instruction. *Probability. Problem Solving. Secondary Education. *Secondary School Mathematics. *Statistics

This 1981 yearbook of the National Council of Teachers of Mathematics (NCTM) offers classroom ideas for teaching statistics and probability, viewed as important topics in the school mathematics curriculum. Statistics and probability are seen as appropriate because they: (1) provide meaningful applications of mathematics at all levels; (2) provide methods for dealing with uncertainty; (3) give us some understanding of the statistical arguments, good and bad, with which we are continually bombarded; (4) help consumers distinguish sound use of statistical procedures for unsound or deceptive uses; and (5) are inherently interesting, exciting, and motivating topics for most students. The text is divided into eight parts, labeled: (1) The Case for Teaching Statistics and Probability; (2) Samples of Existing Courses or Programs; (3) Classroom Activities; (4) Teaching and Learning Specific Topics; (5) Applications; (6) Statistical Inference; (7) Monte Carlo Techniques and Simulation; and (8) Using Computers. The yearbook concludes with a bibliography and a list of suggested class projects. (MP)

ED 200 427 SE 034 561**Kinney, Thomas D., Ed. Melville, Robert S., Ed.****Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory, 1976 Edition.**

National Inst. of General Medical Sciences (NIH), Bethesda, Md.; Public Health Service (DHEW), Rockville, Md.

Report No.—DHEW-NIH-78-145

Pub Date—76

Note—107p.; Not available in hard copy due to marginal legibility of original document.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-040-00414-1; \$2.75).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biomedical Equipment. Government Publications. Higher Education. Laboratory Procedures. *Laboratory Technology. Medical Evaluation. Medical Research. Medical Services. *Medicine. Needs Assessment. Science Education. *Science Laboratories. *Technological Advancement

This report by the Automation in the Medical Sciences Review Committee of the National Institute of General Medical Sciences, National Institutes of Health, assesses the current status of medical laboratory science and identifies specific areas in need of further development. (CS)

ED 200 428 SE 034 562**Simmons, Guy H. Alexander, George W.****A Training Manual for Nuclear Medicine Technologists.**

Food and Drug Administration (DHEW), Rockville, Md. Bureau of Radiological Health.

Report No.—BRH/DMRE-70-3

Pub Date—Oct 70

Note—236p.

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-015-00002-8; \$2.95).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Allied Health Occupations. Bachelors Degrees. College Science. Course Content. Higher Education. *Instructional Materials. Medical Education. Physics. *Radiation. Radiation Biology. Radiologic Technologists. Science Curriculum. Science Education. Science Instruction. *Technical Education. Textbooks

This manual was prepared for a training program in Nuclear Medicine Technology at the University of Cincinnati. Instructional materials for students enrolled in these courses in the training program include: Nuclear Physics and Instrumentation. Radionuclide Measurements. Radiation Protection, and Tracer Methodology and Radiopharmaceuticals. (CS)

ED 200 429 SE 034 563
Medical Service Clinical Laboratory Procedures—Serology.

Department of the Air Force, Washington, D.C.; Department of the Army, Washington, D.C.

Report No.—AFM-160-47; TM-8-227-1

Pub Date—3 Jun 75

Note—131p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-070-00357-1; \$2.10).

Pub Type—Guides - Classroom - Learner (051) — Reference Materials (130)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Allied Health Occupations. *Armed Forces. Biology. Government Publications. Health Occupations. Higher Education. Instructional Materials. *Laboratory Manuals. *Laboratory Procedures. Medical Education. *Medical Technologists. *Resource Materials. Science Education

Identifiers—*Serology

Presented are laboratory procedures of a serologic or immunologic nature for use in the diagnosis of a variety of infectious and noninfectious conditions. Included are tests for the detection of specific antibodies in the patient's serum, as well as immunologic tests for the detection of other products in the patient's serum and biological fluids. For the more frequently performed tests, the principle of the test, the reagents and the equipment needed, the preliminary steps, the complete test procedure, reporting results, and potential sources of error are presented. Additionally, the significance and interpretation of results of the tests are discussed in each chapter. (Author/CS)

ED 200 430 SE 034 564
Medical Service Clinical Laboratory Procedures—Parasitology.

Department of the Air Force, Washington, D.C.; Department of the Army, Washington, D.C.

Report No.—AFM-160-48; TM-8-227-2

Pub Date—1 Aug 74

Note—200p.; Contains colored pictures and small print which may not reproduce well.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-070-00351-1; \$7.00).

Pub Type—Guides - Classroom - Learner (051) — Reference Materials (130)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Allied Health Occupations. *Armed Forces. Biology. Government Publications. Health Occupations. Higher Education. Instructional Materials. *Laboratory Manuals. *Laboratory Procedures. Medical Education. *Medical Technologists. *Resource Materials. Science Education

Identifiers—*Parasitology

This manual presents techniques for the collection and examination of specimens in the diagnosis of parasitic disease and in field surveys conducted to determine the extent of parasitic infections in human and animal populations. It discusses areas in which parasites are most likely to be found and the

relationships of parasites, vectors, and environment. Methods of preserving, staining, and mounting specimens are included. Definitive characteristics useful in differentiation and identification of parasites are given. (Author/CS)

ED 200 431 SE 034 565
Medical Service Clinical Laboratory Procedure—Hematology.

Department of the Air Force, Washington, D.C.: Department of the Army, Washington, D.C.
 Report No.—AFM-160-51; TM-8-227-4
 Pub Date—5 Dec 73

Note—151p. Contains colored pictures which may not reproduce well.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-020-00525-8; \$3.55).
 Pub Type—Guides - Classroom - Learner (051) — Reference Materials (130)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Allied Health Occupations, *Armed Forces, Biology, Government Publications, Health Occupations, Higher Education, Instructional Materials, *Laboratory Manuals, *Laboratory Procedures, Medical Education, *Medical Technologists, *Resource Materials, Science Education

Identifiers—*Hematology

Presented are laboratory studies focusing on blood cells and the complete scheme of blood coagulation. Formed is the basis for the following types of laboratory operations: (1) distinguishing the morphology of normal and abnormal blood cells; (2) measuring the concentrations or number of blood cells; (3) measuring concentration and detecting abnormalities of hemoglobin; (4) measuring defects in coagulation; and (5) performing a few specific disease-related tests which involve blood cells. Types of equipment needed, actual stepwise performance of tests, and reagents needed, as well as established minimum levels of accuracy are included. (Author/CS)

ED 200 432 SE 034 566
Medical Service Clinical Laboratory Procedures—Bacteriology.

Department of the Air Force, Washington, D.C.: Department of the Army, Washington, D.C.
 Report No.—AFM-160-52; FM-8-65
 Pub Date—3 Oct 77

Note—240p. Contains small print in Tables.
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-070-00387-2; \$4.65).
 Pub Type—Guides - Classroom - Learner (051) — Reference Materials (130)

EDRS Price - MF01/PC10 Plus Postage.
 Descriptors—*Allied Health Occupations, *Armed Forces, Biology, Government Publications, Health Occupations, Higher Education, Instructional Materials, *Laboratory Manuals, *Laboratory Procedures, Medical Education, *Medical Technologists, *Microbiology, Resource Materials, Science Education

This manual presents laboratory procedures for the differentiation and identification of disease agents from clinical materials. Included are procedures for the collection of specimens, preparation of culture media, pure culture methods, cultivation of the microorganisms in natural and simulated natural environments, and procedures in identification. Also included are sensitivity determinations, safety practices in the clinical laboratory, and clinical laboratory monitoring of nosocomial diseases. For the more frequently performed tests, the principle of the test, the reagents and equipment needed, the preliminary steps, complete procedures, and interpretation of results are included. (Author/CS)

ED 200 433 SE 034 567
Medical Handbook for Pilots.

Federal Aviation Administration (DOT), Washington, D.C.
 Report No.—FAA-AC-67-2
 Pub Date—May 74

Note—86p.
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 050-007-00254-9; \$2.75).

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Aerospace Education, *Aircraft Pilots, *Environmental Influences, Government Publications, Higher Education, *Mental Health, Military Air Facilities, *Physical Health, Physiology, *Resource Materials, Safety, Safety Education, Science Education

tion, Science Education
 Identifiers—*Aviation Education

This handbook provides information on an airline pilot's physical and mental status and related medical factors which may affect his/her performance. Contents include information on the physical examination for pilots, the flyer's environment, hypoxia, hyperventilation, gas in the body, the ears, alcohol, drugs and flying, carbon monoxide, vision, night flight, cockpit lighting, disorientation, motion sickness, fatigue, noise, age, and some psychological aspects of flying. (CS)

ED 200 434 SE 034 568
Standard First Aid Training Course. Naval Education and Training Command Rate Training Manual.

Naval Education and Training Command, Washington, D.C.
 Report No.—NAVEDTRA-10081-C
 Pub Date—78

Note—160p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 008-047-00260-2; \$3.75).
 Pub Type—Guides - Classroom - Learner (051) — Reference Materials (130)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Armed Forces, Emergency Programs, *First Aid, *Government Publications, Health Education, Higher Education, *Instructional Materials, *Military Personnel, Resource Materials, Safety, *Safety Education, Science Education
 This first aid manual is designed to serve as basic first aid instructional materials for all nonmedical naval personnel. Chapters are included on the following topics: basic life support, hemorrhage, shock, wounds, injuries, drug abuse, poisoning, common medical emergencies, NBC (nuclear, biological, chemical) agent casualties, and rescue and transportation procedures. (CS)

ED 200 435 SE 034 579
Stokes, Bruce
Helping Ourselves: Local Solutions to Global Problems.

Worldwatch Inst., Washington, D.C.
 Report No.—ISBN-0-393-01362-6
 Pub Date—Mar 81

Note—158p. Not available in hard copy due to copyright restrictions.
 Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Action, *Community Development, Community Programs, Environmental Education, *Life Style, Local Issues, *Problem Solving, Quality of Life, *Social Problems, World Problems

Solutions to global problems such as inflation, tightening energy supplies, and deteriorating environmental quality lie at the local level where the consequences are most obvious, the motivation to get involved is most direct, and the benefits of action are most immediate. Examples of problems regarding energy, the workplace, food production, health care, and family planning demonstrate the success of self-help efforts. Emphasized are actions at the personal and community levels, in contrast to reliance upon government, corporations, and the professional elite. (Author/WB)

ED 200 436 SE 034 580
Spikell, Mark A., Ed.
Programmable Calculators: Implications for the Mathematics Curriculum.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
 Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0004

Note—124p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Calculators, Discovery Learning, Educational Technology, Instructional Materials, Lesson Plans, *Mathematical Enrichment, Mathematics Education, *Mathematics Instruction, *Problem Solving, *Programming, Secondary Edu-

cation, *Secondary School Mathematics
 Identifiers—*Programmable Calculators

This document is a collection of reports presented at a programmable calculator symposium held in Seattle, Washington, in April, 1980, as part of the annual meeting of the National Council of Teachers of Mathematics (NCTM). The session was designed to review whether the programmable calculator has a place in the school mathematics program, in light of the current availability of the microcomputer. The presentations at the symposium supported the view that such calculators do have a role to play in the curriculum, and the collected papers of the contributors provide ample evidence of the many ways programmable calculators can be used. In addition to the presented papers, two other contributions solicited by the editor to enhance the usefulness of this work to educators are included. (MP)

ED 200 437 SE 034 583
Novak, Joseph D. And Others

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

Cornell Univ., Ithaca, N.Y. Dept. of Education: State Univ. of New York, Ithaca, Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency—National Science Foundation, Washington, D.C.; Shell Companies Foundation, New York, N.Y.

Pub Date—81

Grant—NSF-SED-78-16762

Note—342p. Contains occasional small, light and broken type. Appendices marginally legible.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Cognitive Measurement, Cognitive Processes, *Concept Formation, *Instructional Development, Junior High Schools, *Learning Processes, Learning Theories, *Science Education, *Science Instruction, Secondary School Science

Identifiers—Ausubel (David P), *Concept Mapping, *Gowin's V Mapping

Reported is a research project which investigated whether junior high students in the Ithaca, New York, area can acquire and use the "concept mapping" and "Gowin's V" mapping strategies to facilitate meaningful learning. Concept mapping involves the identification, hierarchical organization, and graphic depiction of relationships among concepts in a body of study material. These procedures are consistent with Ausubel's theory of meaningful learning. The second learning strategy involves recognizing that all knowledge in the sciences is constructed by using records and record transforming procedures which are guided by the concepts, principles and theories that people employ. Gowin's "V" is a heuristic device that students use to graphically illustrate the interplay between the methodological and conceptual elements of each episode of knowledge-making, such as a laboratory investigation. Although many project activities centered on implementation of the two learning strategies, the positive cognitive and affective data lend support to the effectiveness of this "learning how to learn" project. Included in the appendix are the teacher's handbook and samples of student-constructed concept maps and "V" maps. (Author/WB)

ED 200 438 SE 034 585
Riehs, Robert J.
An International Review of Minimal Competency Programs in Mathematics.

International Association for the Evaluation of Educational Achievement, Hamburg (West Germany): Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Mar 81

Note—182p. Prepared for the International Study Group on Minimal Competencies in Mathematics in cooperation with the Second International Mathematics Study.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$5.00).

Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Basic Skills, *Competency Based Education, Curriculum Research, Educational Policy, *Educational Trends, Elementary Sec-

ondary Education. *Mathematics Curriculum. *Mathematics Education. *Mathematics Instruction. *Minimum Competencies. Minimum Competency Testing
Identifiers—Competency Needs. *Second International Mathematics Study

Presented is a collection of reports on the status of competency-based mathematical education in the schools of 25 countries, and is the culmination of five years' work by the International Study Group on Minimal Competencies in Mathematics. Most reports summarize the trends and prevailing opinions about curricular implications of emphasis on minimal competencies, and a diverse spectrum of attitudes, approaches, concerns, and programs is revealed. Included is an historical perspective of prior investigations, a synthesis of the national reports, and a list of selected international references alphabetized by author. The goal of this manuscript is to answer some questions about the competency-based approaches of the following countries: Australia, Austria, Bangladesh, Belgium, Brazil, Canada (British Columbia and Ontario), Chile, England and Wales, Finland, Hong Kong, Ireland, Israel, Japan, Kenya, Luxembourg, Netherlands, New Zealand, Norway, Philippines, Scotland, Sweden, Thailand, U.S., and West Germany. (MP)

ED 200 439 SE 034 586
Lyon, Betty Clayton

An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies.

Pub Date—81

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, Adult Education, Basic Skills, College Mathematics, *Competence, *Educational Research, Higher Education, *Mathematics Education, *Minimum Competency Testing, Testing

Identifiers—*Competency Tests. *Mathematics Education Research

A mathematical competencies test was given to adult college students. Mean test scores on the mathematical competencies test were compared for the categories of age, sex, occupation, mathematical background and number of years since a mathematics course was taken. Findings indicated that age, sex and mathematical course background of the adult student were characteristics which influenced mean test scores. Findings also indicated that employed students attained a significantly higher mean score on the mathematical competency test. Comparison of competency categories revealed that adult students attained higher scores on questions involving mathematical reasoning and graphing and lower scores on topics of geometry and probability and statistics. (Author)

ED 200 440 SE 034 587
Steinberg, Florence S.

Aboard the Space Shuttle.

National Aeronautics and Space Administration. Washington, D.C. Div. of Public Affairs.

Report No.—NASA-EP-169

Pub Date—80

Note—40p.; Contains numerous colored photographs and drawings which may not reproduce well.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aerospace Education, *Aerospace Technology, Astronomy, Elementary School Science, Elementary Secondary Education, Government Publications, Pamphlets, *Resource Materials, Science Education, Secondary School Science, *Space Exploration, *Space Sciences

Identifiers—Space Shuttle

This 32-page pamphlet contains color photographs and detailed diagrams which illustrate general descriptive comments about living conditions aboard the space shuttle. Described are details of the launch, the cabin, the condition of weightlessness, food, sleep, exercise, atmosphere, personal hygiene, medicine, going EVA (extra-vehicular activity), the manipulator arm or "space crane," spacelab, the space center, and returning home. (CS)

ED 200 441 SE 034 588

Zucker, Sandy. Comp. And Others

The Explorer's Guide to the Universe. A Reading List for Planetary and Space Science.

National Aeronautics and Space Administration. Washington, D.C. Div. of Public Affairs.

Pub Date—80

Note—53p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aerospace Education, Aerospace Technology, *Annotated Bibliographies, *Astronomy, Bibliographies, Elementary School Science, Elementary Secondary Education, Government Publications, Resource Materials, Science Education, Secondary School Science, Space Exploration, *Space Sciences

This reading list for planetary and space science presents general references and bibliographies intended to supply background to the non-scientist, as well as more specific sources for recent discoveries. Included are NASA publications and those which have been commercially produced. References are sectioned into these topics: (1) general reviews of astronomy and space sciences; (2) NASA spaceflight (history); (3) man in space; (4) the solar system; (5) the planets; (6) asteroids, meteorites, tectonics, and cosmic dust; (7) comets; (8) space habitats and nonterrestrial resources; (9) origin of life/extraterrestrial life; and (10) UFO's. (CS)

ED 200 442 SE 034 589

Anglemeyer, Mary. Comp. And Others

A Search for Environmental Ethics: An Initial Bibliography.

Rachel Carson Council, Inc., Washington, D.C.; Smithsonian Institution, Washington, D.C.

Spons Agency—Environmental Protection Agency, Washington, D.C.

Report No.—ISBN-0-87474-212-9

Pub Date—80

Note—119p.

Available from—Smithsonian Institution Press Books, P.O. Box 1579, Washington, DC 20013 (\$8.95).

Pub Type—Books (010) — Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Conservation (Environment), *Environment, Environmental Education, *Ethics, Natural Resources, Pollution, *Publications, *Technology, Values, World Problems

Presented is an annotated bibliography of publications dealing with the relationship between ethics and the natural environment. Coverage begins with the post-war period (1945). The 446 entries appear alphabetically by author and title, and both a subject index and a name index are provided. Included are writings by scientists, conservationists, educators, religious leaders, cultural historians, economists, and Native Americans. (Author/WB)

ED 200 443 SE 034 594

Howe, Trevor G. Gerlovich, Jack A.

National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23.

Iowa Univ., Iowa City. Science Education Center. Pub Date—Mar 81

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bachelors Degrees, *Employment Patterns, Employment Problems, *Employment Qualifications, Masters Degrees, Mathematics Education, *Mathematics Teachers, *National Surveys, Science Education, *Science Teachers, Secondary Education, Secondary School Science, Surveys, *Teacher Supply and Demand

This report presents complete data which identify specific areas of supply/demand inconsistencies in the state of Iowa by science discipline of secondary science teachers. Summarized are data concerning the number of graduates from teacher education institutions in Iowa completing preparation for a teaching certificate for the years 1979-80, and the following data concerning Iowa public high school science teachers for 1973-74 and 1978-79: subject area taught, education, school district size, with undergraduate or graduate majors in their teaching area. Results are also presented of a national telephone survey conducted by personnel of the Iowa State University Education Placement Office and Iowa Department of Public Instruction for each state which assesses the availability of information

concerning the supply and demand of secondary school mathematics and science teachers. (CS)

ED 200 444 SE 034 595

Sea Training at Maritime Academies Oversight.

Hearings Before the Ad Hoc Select Subcommittee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, House of Representatives, Ninety-Sixth Congress, Second Session on Sea Training of United States Merchant Marine Officers and Different Ways of Satisfying This Requirement at the Various Maritime Academies.

Congress of the U.S., Washington, D.C. House Committee on Merchant Marine and Fisheries.

Pub Date—9 Sep 80

Note—251p.; Not available in hard copy due to marginal legibility of original document.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Hearings, *Higher Education, Military Personnel, *Military Schools, *Military Training, *Oceanography, Postsecondary Education, Science Education, *Seafarers

Identifiers—*Merchant Marines
Recorded are minutes of hearings before the House Ad Hoc Select Subcommittee on Maritime Education and Training regarding the sea training of United States Merchant Marine officers. Examined are various approaches to meeting the sea training requirement, especially the options of maritime academy training vessels, sailing on U.S.-flag merchant ships, the role of smaller vessels and the use of simulators. Presented are the oral testimony of 27 witnesses, along with additional material and communications submitted. (WB)

ED 200 445 SE 034 598

Montgomery, Herbert. Montgomery, Mary

Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).

Minnesota State Dept. of Administration, St. Paul. Documents Section.; Minnesota State Energy Agency, St. Paul.

Pub Date—[81]

Note—168p.; Contains occasional colored print and photographs which may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Elementary Education, *Elementary School Science, *Energy, *Environmental Education, Interdisciplinary Approach, *Science Activities, Science Education, Science Instruction, *Social Studies

Presented are seven folios of energy activities for elementary school students. Each set is devoted to different energy-related themes: (1) What is energy? What does energy do? Where does energy come from?; (2) We find energy in many places; (3) Energy does all the work in the world; (4) The Earth's energy sources are limited; (5) Energy changes from one form to another; (6) The energy situation affects Minnesotans today; and (7) The energy situation will affect the future. The folios, separated by age levels, contain a total of 60 cards with three learning activities per card. The photograph or drawing that illustrates each card serves to focus attention and stimulate discussion about the activities. (WB)

ED 200 446 SE 034 600

Farmer, Walter A. And Others

An Analysis of the Range of 2B and 3A Responses to Three Inhelder Tasks.

Pub Date—Apr 81

Note—36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Tests, Individual Testing, *Interviews, Mathematics Education, Science Education, Secondary Education, *Secondary School Mathematics, *Secondary School Science

Identifiers—Piaget (Jean), Science Education Research

Results are reported of a study designed to: (1) investigate the range of types of reasoning exhibited by ninth- and tenth-grade science and mathematics students (N=69) within 2B and 3A stages as classi-

fied by three Inhelder tasks; (2) explore the feasibility of subdividing types of responses into bands within each stage; (3) provide descriptive data on the developmental range of reasoning patterns in stages 2B and 3A; and (4) suggest tentative hypotheses related to these intellectual stages. (Author/CS)

ED 200 447 SE 034 601

Novak, John A. Voss, Burton E.

An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students.

Pub Date—Apr 81

Note—17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (54th, Grossinger's in the Catskills, Ellenville, NY, April 5-8, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes. *Cognitive Style, Grade 8. *Inquiry, Intelligence Differences, Junior High School Students. *Personality Studies, Personality Traits, Science Education, Secondary Education, Secondary School Science, Sex Differences. *Student Characteristics

Identifiers—*Cognitive Preference, Early Adolescents, Myers Briggs Type Indicator, *Science Education Research

This study was undertaken to determine the cognitive preference orientation (measured by the Cognitive Preference Examination II) and Jungian personality types (measured by the Myers Briggs Type Indicator, MBTI) of 283 eighth-grade students. Relationships between these two variables were predicted. It was hypothesized that introverted, intuitive thinking and perceiving MBTI personality types would exhibit an application, questioning, or application/questioning cognitive preference orientation, that is, an inquiry orientation toward learning. It was further hypothesized that extraverted, sensing, feeling and judging MBTI personality types would exhibit a memory, memory/application, or memory/questioning cognitive preference orientation, that is, a traditional orientation toward learning. This study also attempted to determine if students differed on these measures according to sex or intelligence. The predicted relationships were not supported by the analyses in the study. Differences between the sexes were not noted. Differences in intelligence between sensing and intuitive students (in favor of intuitives), between judging and perceiving students (in favor of perceivers), and between students classified according to cognitive preferences were found. It is suggested that data from individual measures may give classroom teachers better insight into the individual differences of their students. (Author)

ED 200 448 SE 034 602

Voss, Burton E. Novak, John A.

Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science.

Pub Date—Apr 80

Note—37p.; Contains occasional light and broken type.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Individual Differences, Junior High School Students, *Middle Schools, Moral Values, *School Organization, *Science Curriculum, Science Education, Science Instruction, Secondary Education, Secondary School Science, *Student Attitudes, *Student Characteristics

Identifiers—*Early Adolescents, Preadolescents
Using information drawn from research studies, the literature, and personal experiences, selected physiological, cognitive, and affective differences among 10- to 15-year-old middle school science students are illustrated. A rationale is presented for K-12 school organization based on human brain growth studies, with particular emphasis on middle school organization: implications for science curriculum and instructional practices based on these studies are suggested. It is indicated that the characteristics of middle school students be given high priority during examinations of middle school curricula and instructional practices. (Author)

ED 200 449 SE 034 603

Cox, Dorothy Anna Howard

Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.

Pub Date—80

Note—264p.; Ph.D. Dissertation, The University of Michigan.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Biological Sciences, *Computer Oriented Programs, *Computer Programs, Decision Making Skills, Environmental Education, *Evaluation, Grade 7, Grade 8, *Interaction, Junior High School Students, *Microcomputers, *Problem Solving, Science Education, Science Instruction, Secondary Education, Secondary School Science, Student Characteristics, Student Evaluation

Identifiers—Early Adolescents, *Science Education Research

This study examined two major areas: (1) evaluation of the characteristics, interactions, problem-solving strategies and achievement of seventh- and eighth-grade junior high school students (N=66) as they interacted with a microcomputer in three problem-solving sessions, and (2) determination of the effectiveness of three original microcomputer programs using topics from life science, social studies and environmental science in problem-solving, and a fourth program in specific skill training in organizing data using a matrix. Selected conclusions indicated that: (1) students can improve in problem-solving skills in a short time on a microcomputer; (2) the training session in organizing data into a matrix was successful in introducing a usable new strategy; (3) individuals worked better in teams than alone; (4) subjects were just as motivated when sessions were more infrequent; (5) influence of group interaction enabled subjects of all abilities to successfully participate in and solve problems; (6) all subjects adapted easily and quickly to the use of a microcomputer; (7) subject interest remained high regardless of achievement or variances of individual characteristics; and (8) microcomputers can be considered a viable, motivating aid for the development of some problem-solving skills of early adolescents. (Author/JN)

ED 200 450 SE 034 605

Lampert, Seymour And Others

A Solar Energy Curriculum for Elementary Schools, Kindergarten Through Grade Six. Field Test Copy.

Department of Energy, Washington, D.C. Office of Solar Applications.

Report No.—DOE/CS-0128

Pub Date—Feb 80

Note—349p.; Not available in hard copy due to colored pages throughout entire document which may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, Elementary Education, *Elementary School Science, *Energy, Energy Conservation, *Environmental Education, Science Education, *Science Instruction, Social Studies, *Solar Radiation

Identifiers—Alternative Energy Sources

Presented is the field test version of an elementary school solar energy curriculum consisting of nearly 50 activities and demonstration experiments. Developed by a team of teachers and subject matter specialists, these materials are grouped under seven content area headings: (1) Scientific Method; (2) Energy and Life; (3) Sun and Light; (4) Energy Phenomena: Forms of Energy; (5) Energy Phenomena: Energy Measurement; (6) Energy and Society; and (7) Energy Systems and Society. Introductory background readings for teachers and/or students accompany each section. Lesson plans list the grade level, objectives, evaluation strategies, vocabulary words, and procedure. (WB)

ED 200 451 SE 034 614

Schoenfeld, A. Clay

The Environmental Communication Ecosystem: A Situation Report.

Ohio State Univ., Columbus, Ohio, Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Jan 81

Note—102p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Cham-

bers Rd., 3rd Floor, Columbus, OH 43212 (\$3.75).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Communications, *Environment, *Environmental Education, *Mass Media, Media Research, Natural Resources, *News Media

Addressed are the history, present status and future challenges of environmental communication, defined as "the process of planning, producing and dissemination, or conducting research related to, written, spoken and/or pictorial messages about the environment, environmental issues and/or environmental management." The focus of this monograph is the relationship of environmental communication to the environmental movement and the mainstream of general mass and interpersonal communication. Included are an analysis of various approaches and communications media, a case study, and a summary of how research in various behavioral and resource management fields can apply to environmental communication. Over 200 references comprise the bibliography. (Author/WB)

ED 200 452 SE 034 667

Blosser, Patricia E., Ed. Mayer, Victor J., Ed.

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio: Ohio State Univ., Columbus, Center for Science and Mathematics Education.

Pub Date—81

Note—69p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription \$6.00. \$1.75 single copy).

Pub Type—Reference Materials - Bibliographies (131) — Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Abstracts, *Mainstreaming, Planetariums, *Science Curriculum, *Science Education, *Science Instruction

Identifiers—Science Education Research

Presented are analytical abstracts, prepared by science educators, of research reports in the areas of instruction, mainstreaming, curriculum, classroom learning environment, and the educational use of planetaria. Each abstract includes bibliographical data, research design and procedure, purpose, research rationale, and an abstractor's analysis of the research. Some abstracts are clustered by topics investigated. (CS)

ED 200 453 SE 034 668

Rasmussen, Frederick A.

Coastal Awareness: A Resource Guide for Teachers in Elementary Science.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Office of Coastal Zone Management.

Pub Date—Sep 78

Note—85p.; For related documents, see SE 034 669 and ED 164 334.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-019-00041-1; no price quoted).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Earth Science, *Ecology, *Elementary Education, *Elementary School Science, Environmental Education, *Marine Biology, *Oceanography, Outdoor Education, Resource Materials, *Science Education, Science Instruction

Identifiers—*Coastal Zones

Intended to encourage elementary teachers to explore coastal ecology with their students, this guide presents background material, activity suggestions, and recommended resource materials that could be used in designing a week-long unit on Coastal Awareness. Discussed is how various physical processes such as waves, tides, and currents affect sandy beaches, estuaries, rocky shores, and marshes. About 20 related activities are described. Included in the resource materials section are an annotated bibliography and film list, information sources, and Sea Grant institutions. (WB)

ED 200 454 SE 034 669

Rasmussen, Frederick A.
Coastal Awareness: A Resource Guide for Teachers in Junior High Science.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Office of Coastal Zone Management.

Pub Date—Sep 78

Note—95p. For related documents, see SE 034 668 and ED 164 334.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-019-00042-0; no price quoted).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Earth Science, *Ecology, Environmental Education, Junior High Schools, *Marine Biology, *Oceanography, Outdoor Education, *Science Education, Science Instruction, *Secondary Education, *Secondary School Science Identifiers—*Coastal Zones

Background information, activity suggestions, and recommended resource materials comprise this guide for designing a week-long ecology unit for junior high school students on Coastal Awareness. Discussed is how various physical processes such as waves, currents, and tides affect rocky shores, marshes, sandy beaches, and estuaries. To encourage teachers to study coastal ecology with their students, about 30 related indoor and outdoor activities are briefly described. In addition to an annotated bibliography of 160 publications, the resource materials section also lists recommended films, data sources, and Sea Grant institutions. (WB)

ED 200 455 SE 034 670

Andreen, Brian, Ed.
Research in Chemistry at Private Undergraduate Colleges, Second Edition.

Council on Undergraduate Research, Minneapolis, Minn.

Pub Date—Jan 81

Note—366p. For related document, see ED 179 129. Not available in hard copy due to copyright restrictions.

Available from—Council on Undergraduate Research, 4570 W. 77th St., Suite 275, Edina, MN 55435 (\$15.00 prepaid).

Pub Type—Reference Materials - Directories - Catalogs (132)

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

Descriptors—*Chemistry, *College Faculty, Departments, Higher Education, Institutional Characteristics, *Private Colleges, Publications, *Researchers, *Research Projects, *Scientific Research, Student Characteristics, Teacher Background, Teacher Characteristics, Undergraduate Study

This directory provides information on research in chemistry at private undergraduate colleges. A department profile and a faculty profile are provided for 123 colleges. The department profile is designed to provide information on the available human resources, facilities, and financial support. The human resources section consists of data on the students, faculty, and staff. Numbers provided on the faculty and support staff are for the fall of 1980, and student data are for the 1980 graduate seniors and for the graduating seniors, 1976-77 through 1979-80. The faculty profile provides data on the education, publications, and research interests of each faculty member. Publication listings are provided for each faculty member for five recently published papers. Each individual also listed any research grants active as of the fall of 1980. (CS)

ED 200 456 SE 034 673

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement V.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency—Environmental Protection Agency, Columbus, Ohio; Environmental Protection Agency, Washington, D.C.

Pub Date—Mar 81

Grant—T-900710-03-0

Note—323p. For related documents, see SE 034 413, ED 182 111, and ED 194 448-450.

Available from—EPA Information Dissemination Project, 1200 Chambers Rd., 3rd Floor, Colum-

bus, OH 43212 (subscription \$12.00, \$4.00 each).

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Audiovisual Aids, Environmental Education, *Information Dissemination, *Instructional Materials, Pesticides, Technology, *Water Pollution, Water Resources Identifiers—*Waste Water Treatment, *Water Quality

Presented are abstracts and indexes to selected materials related to wastewater treatment and water quality education and instruction. In addition, some materials related to pesticides, hazardous wastes, and public participation are included. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements in their programs. (CO)

ED 200 457 SE 034 684

Wilson, Diane
Teaching Techniques in Clinical Chemistry.

Pub Date—Dec 80

Note—73p. M.S. Dissertation, Mississippi State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, *Biochemistry, Chemistry, *College Science, Higher Education, *Instructional Materials, *Medical Technologists, Microbiology, Science Education, *Science Instruction, *Teaching Methods

This master's thesis presents several instructional methods and techniques developed for each of eleven topics or subject areas in clinical chemistry: carbohydrate metabolism, lipid metabolism, diagnostic enzymology, endocrinology, toxicology, quality control, electrolytes, acid base balance, hepatic function, nonprotein nitrogenous compounds, and proteins. Behavioral objectives for instructor and students are written for each of these subject areas. Instructional methods and techniques used for presenting each of the areas include lectures, textbooks, programmed study, handout sheets, student reports or papers, discussions, and still projection media. (CS)

SO

ED 200 458 SO 013 005

Herman, Edward
Samuel Eliot Morison: The Man, the Historian, the Literary Artist and the Educator.

Pub Date—25 Jan 79

Note—64p. Master's Thesis, Hunter College, The City University of New York.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Authors, *Biographies, *Educational History, Educational Philosophy, Teachers Identifiers—*Morison (Samuel Eliot)

Seeking to augment previous accounts of Samuel Eliot Morison's life (1887-1976), the document considers Morison not only as historian and literary artist but also as educator. A prolific writer, Morison's main interest was naval history and his books, "Admiral of the Ocean Seas: A Life of Christopher Columbus" (1942) and "John Paul Jones: A Sailor's Biography" (1959) won him Pulitzer Prizes. However, he also authored histories of the United States. Morison considered the major qualities of an historian to be intellectual honesty, balance, and skepticism. His writing nonetheless reflected prejudiced accounts of slavery and the Cold War. Furthermore, his socioeconomic interpretations were sometimes weak because he did not apply social science methodology to his work, and in this respect he differs from his contemporaries. Morison's concern was that his work would attract both general and specific audiences; he was disturbed by the loss of literary style when the history discipline became professionalized. The segment of Morison's life that is most overlooked by historians is his teaching career, although it contributed to his excellence in historical research and writing. He saw parallels between motivating students and readers. He believed that constant research was vital to quality instruction and often published his findings. (Author/KC)

ED 200 459 SO 013 035

Remy, Richard, Turner, Mary Jane
Basic Citizenship Competencies Project. Final Report.

Ohio State Univ., Columbus. Mershon Center; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0050

Note—165p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Citizenship, *Citizenship Education, *Competency Based Education, *Delivery Systems, *Diffusion, Elementary Secondary Education, *Information Dissemination, Linking Agents, Networks, Program Descriptions, Publicity, Workshops

Identifiers—Basic Citizenship Competencies Project

This document is the final report for the second phase of the Basic Citizenship Competencies Project (BCCP). During the first phase of the project, seven basic competencies and attendant capacities were developed by the BCCP staff. Five products dealing with citizenship competencies were developed for specific user groups: (1) a handbook of basic competencies; (2) an instructional briefing guide for teachers and supervisors; (3) a briefing guide for school administrators; (4) a briefing guide for parents; and (5) a community leader briefing guide. The second phase of the project, which this report describes, was devoted to a wide range of activities focused on disseminating project products and ideas to a variety of client groups. First, the report describes initiatives of the project staff to encourage a variety of organizations (such as the Association for Supervision and Curriculum Development and the National Education Association) to co-publish project products. Another dissemination effort described in the report involved staff in submitting articles on the project to education related journals. The report then goes on to describe how thousands of individuals were reached through the national networks of both the Mershon Center and the Consortium. Another effort described was presentations made at professional meetings. A final dissemination effort was workshops. Project staff conducted workshops with school districts who were dealing with the problems of implementing citizenship education programs. Many "on-demand" workshops were also conducted for groups on specific problems. The appendices, which comprise the bulk of the publication, conclude the report. (Author/RM)

ED 200 460 SO 013 036

Flecks, Miriam
Towards a Biosocial Perspective: Suggestions from a Biologist.

Pub Date—Aug 80

Note—31p. Paper presented at Annual Meeting of the American Sociological Association (New York, NY, August, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Science Research, Behavior Development, Biological Influences, *Biological Sciences, Feminism, Genetics, *Interdisciplinary Approach, Literature Reviews, Models, *Research Needs, *Sociology Identifiers—Sociobiology

Written by a biologist, this paper is intended to present information on the sociological study of man from a biological perspective. Perspectives include that (1) sociology neglects biological variables that are part of understanding human behavior and human societies; (2) the sociobiological or evolutionary view of human development is inadequate to the task of relating biology to the sociological realm and represents a narrow and biased view of human nature; and (3) that the views and approaches of psychologist T.C. Schneirla and his students have been overlooked by sociology and have much to offer the sociologist who seeks a more complete understanding of human social behavior. More specifically, review of the work of Schneirla, a comparative psychologist who devised a theory and methodology for the comparative study of human behavior based on the behavior of army ants, can provide sociologists with understanding of the complementarity of field and experimental lab research, an evolutionary approach to physical and behavioral

studies of different species, the application of a comparative method based on process rather than analogy or homology, a sensitivity to the dissimilarities as well as the similarities among species or behaviors, and a conception of a dynamic integrative process. Schneider's approach can be particularly useful in studying phenomena such as feminism—a subject in which topics including inherent gender differences have been often misinterpreted by sociobiologists. (DB)

ED 200 461 SO 013 055
Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980).

Institute for Information Studies, Falls Church, Va. Spons Agency—National Inst. of Handicapped Research (ED), Washington, D.C.; Office of Human Development Services (DHHS), Washington, D.C.

Report No.—ISBN-0-935294-04-X
 Pub Date—80

Grant—OHDS-OPD-22-P-5923613-01

Note—289p. Some Tables may not reproduce from EDRS in paper copy or microfiche due to small print type of original document.

Pub Type—Collected Works - Proceedings (021)—Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Case Studies, *Community Cooperation, *Government Role, *Local Government, Models, Networks, Policy Formation, *Social Planning, *Social Services

These 15 conference papers discuss exemplary practices and key issues faced by local human services managers and elected officials. The issues include understanding the local government role in managing human services, coordinating human service delivery, non-service approaches to governing human services, public-private sector cooperation, and network building. Titles of papers include Partnerships in Human Services: Experiences of the Seattle-King County Area; Unification of Social Services—the Utah Experience; Service Coordination: An Introduction to the Louisville/Jefferson County, Kentucky System; and Intergovernmental Relations and Social Policy in the Eighties. Other topics are The Wyoming Human Services Project: A Multidisciplinary Approach to Human Services Delivery in Energy-Impacted Communities; A Human Services Planning Cycle Model; and Coalition for Human Services Planning. Appendices list conference participants and advisory board members and summarize results of a networking questionnaire. (KC)

ED 200 462 SO 013 111

Farnen, Russell E. Jr. And Others

Formulating a Comprehensive Index of Political Education in Contemporary America. First Draft.

Pub Date—79

Note—376p. Some tables may not reproduce clearly from EDRS in paper copy or microfiche due to small print type of original document. Best copy available.

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Citizenship Education, *Civics, Educational Objectives, *Educational Practices, Elementary Secondary Education, Program Descriptions, State of the Art Reviews, Surveys, Teaching Methods, *Trend Analysis

Civic education in the United States during the 1960s and 1970s is examined with regard to program content and objectives, state mandated courses, national patterns, teaching methods, innovative practices, test results, and influences from the extra-educational sector. The developers state that the document may be useful for a variety of purposes such as test construction, textbook writing, curriculum and course revision, and educational planning. The document is presented in seven chapters. Chapter one discusses the scope of the study, explains why a comprehensive overview of citizen education is needed, and presents background information. Chapter two offers a brief survey of political education in the United States. Chapters three through five consist of summaries of recent trends and curriculum projects in civic/political education in elementary and secondary schools in the United States during the 1960s and 1970s. Information is presented on key topics, key target groups, learning approaches, neglected areas, community influences,

and intra-state patterns of social studies offerings. Chapter six identifies major themes and offers conclusions and recommendations, including that citizen/political education programs should continue to reflect America's cultural pluralism, and that educators should become more aware of the influences of the mass media, should work toward improving collection and analysis of political/citizenship educational materials, and should take into account cognitive-moral development and steps when they devise materials for specific age levels. The final chapter offers a bibliography of sources used for the 1960s indices. (DB)

ED 200 463 SO 013 112

Character Education Curriculum [and] Achievement Skills: Guidelines for Personal Success, Level I Junior High, Ages 11-14, Course Description [and] Level II, High School, Ages 15-18, Course Description.

Thomas Jefferson Research Center, Pasadena, Calif. Pub Date—80

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Citizenship Education, Course Descriptions, Educational Objectives, Elementary Secondary Education, *Ethical Instruction, *Self Actualization, Skill Development, Student Needs, *Values Education

The document presents descriptions of a character education curriculum for elementary grades and personal success programs for junior and senior high school students. The described curriculum materials are available from the Thomas Jefferson Research Center. In the first section, the elementary curriculum, information is presented on goals and principles of character education, benefits, background, and activities. Major goals are to help students develop positive values and to improve student conduct as students learn to act in harmony with their positive values and learn to become good citizens. Activities include reading and analyzing stories on honesty and truthfulness, drawing pictures representing honest and dishonest behavior, creating different endings to stories in order to represent truthful versus untruthful behavior, and discussing feelings about honesty. For each activity, information is presented on objectives, references and resources, procedures, and materials. Story texts are included where necessary. Also presented are tips on program evaluation, cost of materials, and information on teacher inservice training. In the second section, an overview is presented of a program to help junior high school students build personal success skills. Objectives are to help students make sound decisions, gain a deeper understanding of self and appreciation of others, set life goals, and adopt more positive attitudes. Fourteen unit titles are listed including, Generosity, Respect for Self, and Courage and Honor. Teaching methods are suggested including, lecture, worksheets, goal setting activities, outside work, and group activities. In the final section, objectives and units of study for the senior high school program are described. Objectives are the same as for the junior high school program. Ten unit titles are listed, including Decision Making, Perception, Self-Esteem, Respect for Others, and Integrity. (DB)

ED 200 464 SO 013 122

Gibbs, Graham And Others

An Example of the Quality of Students' Understanding: Initial Conceptions of Psychology.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

Report No.—SMG-6

Pub Date—80

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, Educational Research, Higher Education, *Knowledge Level, *Psychology, *Student Attitudes, Surveys

This paper discusses a survey undertaken to determine conceptions of psychology held by college students in an introductory social science course. Twenty-nine students were queried at the beginning of the course regarding the open-ended question, "If Esso garages were to invite a psychologist to improve the efficiency of petrol pump attendants, what sort of things would the psychologist do?" Review of transcripts of tape-recorded responses indicated that answers could be categorized into nine distinct conceptions of psychology and the role of psycholo-

gists. The nine conceptions were: (1) personnel officers/career guidance counselors, (2) arbitrators, (3) witch doctors, (4) ergonomists (organization and management consultants), (5) community workers, (6) environmental psychologists, (7) market researchers, (8) social psychologists, and (9) motivators. An overview of these responses indicated that students in the introductory social science course perceived psychology as a discipline based on processes which are subjective and intuitive rather than objective and scientific. Specifically, no students mentioned any areas of activity related to experimental psychology which embodied scientific method. Even those students who characterized psychologists as people who collected evidence and wrote it down—the market researcher conception—failed to recognize that there was any systematic use made of that evidence. One implication of this study is that educators will improve students' understandings of key ideas in psychology if they take into account the nature of pre-course conceptions of the discipline among students when designing curriculum and setting course objectives. (DB)

ED 200 465 SO 013 123

Alexander, E. Curtis

Module Curriculum Guide: A Study of Ourstory in Africa Pre and Post "His-story." Reference Works of Yusef Ben Jochannan.

Pub Date—79

Note—16p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*African Culture, *African History, African Literature, Blacks, Christianity, Cultural Awareness, Ethnology, Higher Education, Jews, Non Western Civilization, Reference Materials, Religion, Secondary Education, Social Studies, Units of Study

Identifiers—*Africa, Ben Jochannan (Yusef)

The published and unpublished works of Dr. Yusef ben-Jochannan serve as the basis for this reference guide to African history and culture. The guide is intended for use by curriculum developers and high school and college level classroom teachers as they develop and implement courses on African studies and/or units to be incorporated into existing curriculum in the areas of anthropology, archaeology, world religions, African American religion, and philosophy. References are organized into 15 modules. Topics are African origins of mankind, Africans in the Nile Valley, Africans of North and East Africa, traditional African religion, African origins of Greek philosophy, a chronology of the Bible, African origins of Judaism and Christianity, African origins of Islam, African American folk religion, African-American black religion, African-American black theology, African-American mental health, black studies, and contemporary Africa. For each module, information is presented on background and on chapter and page references in books listed in the bibliography at the end of the document. In the bibliography, references are presented in five categories: main published works (15 entries), co-authored published works (five entries), records and cassettes (eight entries), unpublished manuscripts (nine entries), and published works by E. Curtis Alexander on African history and Ben-Jochannan (eight entries). For each entry, information is presented on title, author, date of publication, publisher/or producer, and production date. (DB)

ED 200 466 SO 013 169

Scott, Richard R.

The Black Vote: Racial Intolerance or the Politics of Perception.

Pub Date—Mar 80

Note—24p. Paper presented at Annual Meeting of the Southeastern Psychological Association (Washington, DC, March, 1980). Not available from EDRS in paper copy due to fading ink throughout original document.

Pub Type—Reports - Research (143)—Speeches - Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Attitudes, *Politics, *Racial Bias, *Racial Factors, *Racial Identification, Social Science Research, *Voting

Voting behavior of blacks is examined with specific regard to racial intolerance. Factors studied include racial identification, amount of interracial contact, and the black candidate's job performance. In 1969, interviewers collected data on 400 black respondents' attitudes about Carl Stokes (the black incumbent mayoralty candidate), the other white

mayorality candidates, and respondents' knowledge of and participation in local and national politics. Only 20 of the 400 participants indicated that they would not vote for Stokes, although the mayor had not concentrated on civil rights issues as he had in the previous election. Therefore, the degrees of respondents' positiveness were examined. Results indicate that strong racial identification is not related to the participant's image of the black candidate and that interracial contact is related to a more positive image for some voters. In only one group of voters, those characterized by a dissident view of the political system, was a positive image of the black candidate related to low interracial contact. Further, participants' image of Stokes was related to their satisfaction with his previous term. The conclusion is that black support of a black candidate is not based on racial intolerance. (KC)

ED 200 467 SO 013 170

Sekiguchi, Reiko W.

An Educational Research Framework Applied to a Secondary School in Japan.

Pub Date—9 Jul 80

Note—14p.; Paper presented to the World Congress of Comparative Education Society (4th, July 9, 1980).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Case Studies, Comparative Education, *Educational History, Educational Objectives, Educational Practices, Educational Research, *Females, Foreign Countries, High Schools, Institutional Evaluation, Organizational Objectives, Secondary Education, *Single Sex Schools, Student Characteristics, Student Motivation Identifiers—*Japan

A framework for studying educational institutions is presented and used to analyze girls' high schools in Japan from 1899 to 1928. The framework is based on understanding of the interactions among the role of the school or institution, individual personalities, the nature and extent of technological development, and biological systems (the dimension created by crossing individual and collective realities). A case study is presented of how this framework can be applied to an educational system—in this case, the schools authorized in Japan by the Higher Girls School Law of 1899. Dimensions used to analyze these schools include: (1) historical background (corresponds to the biological dimension—specifically, a comparison of a school's history and development with the development of an individual from birth through the senior citizen stage), (2) educational aims (corresponds to the role system), (3) family background of students (corresponds to the technological and economic development dimension), and (4) motivation of students to attend a higher girls school (corresponds to the personality dimension). Findings from the application of this framework to analysis of the higher girls schools indicated that the major school objective was to teach girls to be good wives and mothers. In addition, most girls who graduated from higher girls schools married men with higher education degrees; a high percentage of girls came from families headed by fathers in government and commercial positions or in the field of medicine. Finally, most of the students were highly motivated to continue their education to the higher girls school level (the highest level available to females during the time period under study) because they had performed well in primary school and were encouraged by parents and teachers to continue. (DB)

ED 200 468 SO 013 173

Falkenstein, Lynda Carl, Ed. Anderson, Charlotte, C., Ed.

Daring to Dream: Law and the Humanities for Elementary Schools.

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship. Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—80

Note—323p.; Photographs may not reproduce clearly from EDRS in microfiche or paper copy. Available from—Circulation Department, American Bar Association, 1155 East 60th Street, Chicago, IL 60637 (\$9.95 paper copy).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Books (010)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Community Involvement, Educational Assessment, *Educational Needs, Elementary Education, Evaluation Needs, *Humanities, *Legal Education, Social Studies, State of the Art Reviews, Teacher Education

Approximately 60 articles discuss the need and rationale for and ways of accomplishing a revival of civic learning in elementary school. The premise of the book is that creative law and humanities programs in elementary schools can help create a more equitable, just, and humane world. Articles are presented in six major categories—Origins and Directions; Children's Learning; Schools and Schooling; Introducing, Nurturing, and Maintaining; Evaluation; and Looking Ahead. Titles include "Social and Political Thinking in Children: Implications for Law and Humanities Education," "Real Problem Solving through Law and Humanities Education," "Law-Related Education and Elementary Social Studies Programs," "Nonverbal Tactics for Teaching about Law and the Humanities," "Law and Values in American Society," and "Program Evaluation: A Collage of Views." For each of the six sections, an introduction is presented which offers a broad outline of major topics covered by the various papers within the section. In addition, each section concludes with a section entitled "Bringing it Together." The document concludes with a brief general synthesis of the papers in which essential ideas and themes are combined into a statement of basic areas requiring attention. These areas include the need for long-range planning by project staffs, the development of elementary materials suitable to the elementary school context, a stronger commitment to and utilization of evaluation methods, and more attention to the hidden curriculum. (DB)

ED 200 469 SO 013 174

Townsend, James R., Comp. Bush, Richard C., Comp.

The People's Republic of China: A Basic Handbook, Second Edition.

ASIA Society, New York, N.Y.; Council on International and Public Affairs, New York, N.Y.

Report No.—ISBN-0-936876-13-1

Pub Date—Jan 81

Note—123p.

Available from—Learning Resources in International Studies, 60 East 42nd Street, Suite 1231, New York, NY 10165 (\$4.50).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Area Studies, *Chinese Culture, Current Events, Economic Development, Education, Elementary Secondary Education, History, Human Geography, International Relations, Life Style, National Defense, Quality of Life

Identifiers—*China, Chinese People

This revised handbook is intended to assist representatives of the media, teachers, students, business executives, government officials, and anyone else interested in increasing their understanding of China. Chapter one, "Learning More About China," is an annotated listing of materials treating current events in China, bibliographies of scholarly resources, handbooks, travel guides, and teacher resources. Chapters two through eight treat various topics and contain brief introductions to the chapter's topic, chronologies, biographies, tables, and suggested readings. Chapter two gives a brief description of "The Land and the People" describing the physical environment, economic potential, and human and political geography. The "History of the Chinese Revolution" is the topic of Chapter three. Chapter four examines "China After Mao." "Foreign Relations and National Defense" are the topics of chapter five. Chapter six deals with "Economic Development and Foreign Trade." Chapter seven discusses "Material Welfare, Education, and Public Health." The handbook concludes with a discussion of "Daily Life" in Chapter eight. An appendix contains a Romanization Conversion Table. (Author/RM)

ED 200 470

SO 013 175

Bray III, Charles W. O'Connell, Jr., Joseph D.

Assuring the Future: A Diplomat's Concerns.

Pub Date—19 Jan 81

Note—10p.; Paper presented at the Conference on Improving American Competence in World Affairs: An Agenda for Action (San Francisco, CA, January 19, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Educational Change, *Educational Needs, Elementary Secondary Education, *Foreign Policy, Futures (of Society), Higher Education, *International Relations, *Policy Formation, Teacher Education

Suggestions are made for working toward five requirements for a competent foreign policy for the United States. These requirements for competency in the foreign service are a thoughtful knowledge of history, which would improve our intolerance of ambiguity; factual and linguistic knowledge; the ability to define terms and ask the right questions; the understanding that policy is more than pronouncements and that resources must be marshalled to attain stated objectives; and an affirmative disposition which recognizes that while the United States may never be perfect, the world is a better place with us than without us. Four areas of concern must be approached in order to achieve these objectives. First, we need substantial changes in teacher education and a review of formal requirements established by our public school systems and colleges and universities. Second, community-based institutions and organizations for continuing education should be reviewed and possibly restructured. Serious efforts are required to bring individuals from diverse backgrounds together for courses of reading and discussion. Third, a major effort must be made to convince the media that foreign news is of interest to Americans. The final effort calls for lobbying local, state, and federal governments for a change in matriculation and graduation requirements, teacher certification, and effective budget support. (Author/KC)

ED 200 471

SO 013 176

Vockell, Edward L. Hodal, Frank

Humane Education: The Status of Current Research and Knowledge. Special Report.

National Association for the Advancement of Humane Education.

Pub Date—78

Note—23p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Animal Caretakers, *Animals, *Attitudes, Behavior Modification, Elementary Secondary Education, State of the Art Reviews, Teaching Methods, Values Clarification

Identifiers—*Humane Education

This paper analyzes available published research on humane education. There is reliable evidence that attitudes of Americans toward animal life are strongly negative, and that it is possible that this negativity increases as children grow older. Although there is widespread agreement that humane education is possible and desirable in our schools, very few systematic implementations have been reported and there is no evidence to show that any specific technique accomplishes anything. A major drawback is the absence of a clear, operational definition of "human values" and the lack of effective techniques for assessing attitudes towards animal life. In most cases, educators and organizations seem to assume that because they themselves value animal life and have conducted a program of some sort, that the recipients of that program have developed humane attitudes. This is a false and dangerous assumption. There are four basic strategies for promoting humane attitudes: providing information and experiences; value clarification; value education; and behavior modification. Of these strategies, providing information and experiences with animals has been used most frequently. No research is available, but the fact that American attitudes are apparently still inhumane suggests that this technique used alone is not effective. The paper suggests ways to combine this approach with other techniques to provide greater effectiveness. The second technique, value clarification, has received critical attention, but no research is available to support its effectiveness with regard to humane education. Value education has received no attention whatsoever. And, finally, behavior modification—while effective in many other areas of education—has

received no reported attention in humane education. Research is needed to find ways to apply these techniques to humane education in such a way as to promote permanent improvements in attitudes toward animal life. (Author/RM)

ED 200 472 SO 013 184

Fowler, Lynda. *And Others*

A Hero Ain't Nothing But A Great Big Sandwich.

A Global Perspectives Experimental Unit.

Albuquerque Teachers' Learning Center, N.Mex.

Spons. Agency—Office of Education (DHEW).

Washington, D.C.

Pub Date—Jun 80

Note—46p.

Available from—Albuquerque Teachers' Learning Center, 712 Girard N.E., Albuquerque, NM 87106 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Objectives, Elementary

Education. *Folk Culture. *Global Approach.

Learning Activities. *Legends, Skill Development.

*Social Studies, Student Centered Curriculum.

*Teaching Methods, Units of Study.

Values

This unit focuses on heroes and heroines, and, specifically, on elementary school pupils' perceptions of heroes and heroines. Heroes and heroines are defined as people whose qualities are admired by fellow members of a social group. Because this unit deals with heroes and heroines on a global level, it is stressed that heroic qualities are dependent upon the social values and perceptions of a particular time and place. Major objectives of the unit are to help students develop multiple perspectives and become more willing and able to explore and assess personal values, beliefs, commonalities, and differences. Specific questions upon which students are directed to focus during the course of the learning activities are "What do I think a hero is? Where did my perceptions of heroes come from? Are my views of heroes different from the views of others in my class? and How do my perceptions of heroes change? The document is organized in four major sections, each of which contains three or four activities. Objectives of the respective sections are to encourage students to identify and discuss their perceptions of heroes, to test their definitions and compare their views with others, to allow students to reexamine their perceptions, and to expand student awareness of heroes in other cultures, past and present. Students are involved in a variety of activities, including brainstorming heroic qualities and acts, analyzing stories about heroes, categorizing newspaper and magazine pictures of well-known figures, creating collages, and listing people they admire. For each activity, information is presented on title, introduction, objectives, time and materials, required procedures, and special considerations for teachers. Handouts are included for each activity. (DB)

ED 200 473 SO 013 187

Butts, R. Freeman

The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-423-5

Pub Date—80

Note—177p.

Available from—Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47401 (\$6.00).

Pub Type—Opinion Papers (120) — Information

Analyses (070) — Books (010)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Citizenship Education, Critical

Thinking, Educational History. *Educational

Needs. *Educational Objectives, Educational

Trends, Elementary Secondary Education, Moral

Development, Political Influences, Social Studies,

Values

The ideal of good citizenship is examined in light of current social and political unrest brought about, at least in part, by the agitation of special interest groups. Emphasis is placed on the role of citizenship education in the schools. The monograph is intended particularly for educators who want to improve citizenship education programs. The document is presented in five chapters. Chapter one identifies the major citizenship education challenge of the 1980s as the conflict between privatism in politics (due to a deterioration of national trust in the political system) and pluralism in education (resulting from attitudes that glorified doing one's own

thing and from the belief that authority for education should rest primarily with the diverse pluralistic communities in American society). Chapter two contrasts ideas of citizenship in modern democratic societies and in Greco-Roman republics. Chapter three presents an historical perspective on citizenship education in the United States from the 1770s to the 1970s. Chapter four identifies major approaches to reform of civic education, including academic disciplines (particularly, history and sociology), law related education, social problems, critical thinking, values education, moral development, community involvement, and institutional school reform. The final chapter offers suggestions for improving citizenship education programs, including incorporating political values, political knowledge, and the skills of political participation into the curriculum; encouraging common understanding of and commitment to democratic values; and encouraging student understanding of citizenship concepts such as justice, freedom, equality, diversity, authority, privacy, due process, participation, and international human rights. (DB)

ED 200 474 SO 013 197

Blum, Mark E. Sponghel, Stephen D.

Introduction to the Social Sciences: Teacher's Manual.

Louisville Univ., Ky. Univ. Coll.

Spons. Agency—Council on Higher Education,

Louisville, Ky.

Pub Date—80

Note—350p.

Pub Type—Guides - Classroom - Teacher (052) —

Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Competency Based Education,

Course Descriptions, Evaluation Criteria, Higher

Education, Inquiry. *Learning Activities, Lesson

Plans, Objective Tests, Research Methodology,

*Social Sciences, State of the Art Reviews,

*Teaching Methods, Units of Study

A competency-based, introductory social science course for college students is described. Objectives of the manual are twofold—first, to present the complete set of materials which have served as the basis of a one semester social sciences course at the University of Louisville over three years, and, second, to offer suggestions regarding objectives, research methods, evaluation, and teaching methods to college teachers as they develop and implement social science courses. Nineteen activities are described, including defining social sciences, identifying major questions and research interests, learning basic descriptive statistics, constructing and administering a survey, and evaluating a research experience. For each activity, a variety of materials is presented, including tests, objectives, student handouts, lesson plans, and evaluation criteria. Specific inquiry skills which the learning activities are intended to enhance include acquiring information (learning sources for research in the field, learning vocabulary and key ideas, and learning principal investigators in each social science discipline), producing thematic organization and methods appropriate for research (articulating problem statements, practicing data collection and analysis, and practicing theory development), and utilizing research findings in cultural projects and institutions. The document concludes with a bibliography, a student evaluation inventory, and a glossary of terms. (DB)

ED 200 475 SO 013 206

Bannister, Rosella

Inflation: Consumers Counter the Cost of Living. A Consumer Education Curriculum Module for Grades 10-14.

Eastern Michigan Univ., Ypsilanti, Consumer Education Center.

Spons. Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date—Dec 80

Note—114p. Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to light print type throughout original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Community Education. *Consumer

Education. *Inflation (Economics), Learning Activities, Position Papers, Postsecondary Education, Secondary Education, Teaching Guides,

Tests

This publication suggests classroom activities and resources on inflation for use in secondary and adult/community education. Objectives are to enable students to: identify and analyze varying points of view and policy proposals on inflation; apply the decision-making process to various alternatives regarding inflation; and achieve a broader understanding of the options available to consumers as they participate to influence change regarding the inflation problem. For each topic related to inflation the following is provided: an objective, suggested learning activities, classroom materials needed, teacher resources, and suggested evaluation procedures. Although student worksheets are provided for many of the activities, publisher available materials are required for some of the activities. The activities in which the students are involved are many and varied. Some examples follow. Students take an Inflation Attitude Survey. They survey their parents or adult members of the community using the instrument and compare the opinions of adults with those of the students. Students read, summarize, and report on current newspaper and magazine articles. They research, either by group or individually, the prices of 10 common food items. Other activities involve students in role playing a 30-minute television panel discussion of what individuals and groups can do to help counter inflation, in completing a worksheet entitled "My Plan to Counter Inflation Costs", in viewing and discussing filmstrips, and in listening to mini-lectures. Pre- and posttests, a glossary of terms, and an index of organizations are included. An annotated bibliography cites materials representing a variety of points of view regarding inflation. Books, journal articles, pamphlets and reports, films, video cassettes and filmstrips, and simulations are included. The publication concludes with several position papers on inflation. (Author/RM)

ED 200 476 SO 013 207

An Urban Extension: Some Innovations. Final Project Report.

California Univ., Santa Barbara, Community and Organization Research Inst.

Spons. Agency—National Science Foundation,

Washington, D.C.

Pub Date—Feb 80

Grant—NSF-SED-73-10322-A05

Note—178p. Pages 43-45 entitled "The Urban Economics M.A. Program 1979-80" and "US Santa Barbara Urban Economics Program" blurb was removed by ERIC due to poor reproducibility of original copy.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Curriculum Enrichment. *Economics, Higher Education, Internship Programs, Masters Theses, Research Projects, Research Reports, Social Planning, Social Sciences, Urban Culture,

*Urban Studies

This report describes the Urban Economics Program at the University of California, Santa Barbara; presents copies of research reports on public policy developed by program participants; and includes summaries of lectures on efficient pricing, microeconomics, mathematical programming, production function, political decision-making, marginal utility of income, and consumer's surplus. Objectives of the program are, generally, to train students to understand and work toward solving urban problems of the 1980's and, specifically, to produce urban specialists skilled in policy analysis and resource allocation. The program is structured so that students participate in a six month internship with a state or local agency in addition to more traditional lecture and research activities. A master's essay on the topic analyzed during internship is required for program completion. Feedback regarding the program's effectiveness indicates that the program has been successful in meeting the needs of both graduates and employers. Program developers believe that this success, in large part, is due to the combined program emphasis on rigorous skill development in areas including budgeting, policy analysis, and economic forecasting, and on the internship experience which allows students to develop and carry out projects of practical significance to employing agencies. (DB)

ED 200 477 SO 013 236
Davis, Florence V. Presseisen, Barbara Z.
Multicultural Education for Practitioners.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date—30 Nov 79
Note—89p.

Available from—Research for Better Schools, Inc.,
444 North Third Street, Philadelphia, PA 19123
(\$7.00).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Bibliographies. *Curriculum Development. Definitions. Educational History. Educational Trends. Elementary Secondary Education. Guidelines. *Multicultural Education. Objectives. Resource Materials. School Community Relationship.

This publication examines multicultural education providing a discussion of its historical background, guidelines for schools, and resources for teachers, community persons, and students. There are three chapters. Chapter one contains a history and overview of multicultural education. The concepts of assimilation, cultural pluralism, and separation are first discussed. The publication then examines recent developments to multicultural education including compensatory programs and minority studies. A working definition of multicultural education is provided. Multicultural education explores the contribution of various racial, cultural, and ethnic groups to life in the United States in an effort to promote understanding among divergent groups and to instill the recognition that cultural diversity is a positive force in the development of American society. Chapter one also describes six approaches to multicultural education. Chapter two contains guidelines for multicultural education in the school. School policies and procedures, school curriculum, school/community relations, school staff and goals, and objectives are discussed. Chapter three contains resources for multicultural education. Cited are community resources, annotated bibliographies, sample guides, and evaluation materials. The publication concludes with "Basic Question Areas for a School Multicultural Education (MCE) Resource Profile" and a list of references. (Author/RM)

ED 200 478 SO 013 240
International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (UNESCO House, Paris, September 8-12, 1980). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—12 Sep 80

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Early Childhood Education. Educational Assessment. *Educational Cooperation. Educational Development. *Educational Needs. Educational Objectives. Elementary Secondary Education. *Global Approach. International Relations. *Peace. School Role. Teacher Education. Vocational Education. World Problems
Identifiers—*Associated Schools Project

Ways and means are suggested by educational experts from 17 UNESCO member states for developing the Associated Schools Project in Education for International Cooperation and Peace. Launched in 1953, the project was intended to sensitize teachers and students to the need for peace and respect for human rights and to prepare them to accomplish tasks aimed toward these objectives including preparing instructional materials and carrying out community-oriented activities. Although the project has grown considerably since its inception (it is now a network of 1,400 schools in over 70 countries) and has been successful in many of its endeavors, the experts noted a number of problems in the areas of diffusing and generalizing individual project activities, counteracting negative effects of extra-educational influences such as the media, and in sustaining active teacher participation. To counteract problems and to further develop the Associated Schools Project, the experts offered some general principles and specific activities. General principles include encouraging educators to be objective in their interpretation of world events and committed to international understanding. Specific recommendations include expanding project activities to pre-primary and vocational schools, integrating UNESCO associated schools into the national

school systems of their respective countries, stressing the role of the United Nations in solving world problems, furthering interdisciplinary teaching methods, developing educational materials, and encouraging exchange of material and equipment at national and international levels. A directory of conference participants concludes the document. (DB)

ED 200 479 SO 013 241
European Regional Seminar on Implementation of the UNESCO Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (Sofia, Bulgaria, 15-20 October 1979). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—28 Mar 80

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education. *Civil Rights. Comparative Education. Educational Assessment. *Educational Needs. *Educational Practices. Elementary Secondary Education. Human Dignity. *International Education. Nontraditional Education. *Regional Cooperation. Teacher Education
This document is the final report of the Unesco seminar on international understanding. The major purposes of the seminar were twofold: (1) to evaluate implementation of human rights and peace-related recommendations within Unesco member nations since 1974 and (2) to suggest how to develop and implement more effective human rights/international understanding approaches in the context of traditional and out-of-school education. The seminar was attended by 21 educational experts from 15 Unesco member nations and by 14 observers from Bulgaria. Presentation of status reports from the 15 nations represented at the seminar indicated that member states had been successful in implementing the 1974 recommendations in various ways, particularly in the areas of promoting the study of world issues and concentrating on helping young people think rationally about social and political issues. Suggestions for making education for international understanding and peace even more effective in the future included helping teachers acquire professional skills in the area of international understanding, fostering a climate of tolerance within classrooms, providing resources and release time to teachers so they can develop curriculum, initiating more cooperative ventures among Unesco member states, encouraging teacher and student exchanges, increasing out-of-school opportunities such as Unesco clubs and summer camps, and including the organization of a World Congress on Education for International Understanding in Unesco's program for 1981-83. A directory of seminar participants and observers concludes the document. (DB)

ED 200 480 SO 013 242
Wolfe, Mary L. And Others
Sex Stereotyping in Drug Advertisements: Evaluation of the Informal Curriculum.

Pub Date—Apr 81

Note—20p. Paper presented at Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising. Health - Personnel. *Medicine. Negative Attitudes. Periodicals. *Sex Bias. *Sex Stereotypes. Social Science Research

A study to determine sex stereotyping in drug advertisements in five professional journals is reported. The first four studies examined advertisements from general medical journals; the fifth study obtained its data from a psychiatric journal. The journals are "Medical Economics," "American Family Physician," "Modern Medicine," "Journal of the American Medical Association," and "Journal of Psychiatry." Research focused on relationships among the gender of the models, the type of drug advertised, and the kinds of activities engaged in by models. Results indicate that in spite of a decade of rapid social change, an important segment of the advertising industry persists in perpetuating outmoded stereotypes. The most persistent were advertisements depicting men as productive and active professionally and women as

passive, sexual, domestic, and preoccupied with personal concerns. Of 77 models appearing as health professionals 62 were physicians, all male, and 15 were nurses, all female. A tendency was noted to overportray women in advertisements for psychotropic drugs and men in advertisements for hypertensive drugs. This tendency reinforces the notion that women's illnesses are largely emotional in origin while those of men are organic or due to work pressures. These implications are significant in that drug advertising is an informal but influential part of the continuing education of health professionals, and biased advertisements could possibly cause different behavior toward males and females. (Author/KC)

ED 200 481 SO 013 244
Sny, Chris
Global Education-An Implementation Plan & Resource Guide.

Pub Date—80

Note—73p. Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to poor reproducibility of original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies. *Curriculum Development. Definitions. Educational Objectives. Elementary Secondary Education. Geography. *Global Approach. Interdisciplinary Approach. Learning Activities. Program Development. Social Studies

This guide contains a rationale, plan, and bibliography for the implementation of a K-12, district wide, global education program. Parts one and two of the guide provide a definition of and rationale for global education. Global education is defined as the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its peoples and systems—ecological, social, economic, and technological. The rationale provided is taken from a statement by Rene Dubos, 1969 Pulitzer Prize recipient. Part two outlines specific goals of global education. How to implement a program is the topic of part three. A self-assessment program instrument is included. Suggested steps for starting a program are: get administrative support, identify a staff, carry out needs assessment, review guidelines, prepare professional staff, locate existing resources, and develop a model program. Activities for classroom use in various disciplines are then outlined. The guide suggests that physical education teachers utilize games from different countries in their classes and that music teachers teach students about the musical instruments from around the world. A geography unit entitled "Could You Live and Work in a Country Other Than Your Own?" is described. An annotated bibliography, which comprises about half the publication, concludes the guide. Cited are teacher resources and print and nonprint student materials. The materials listed date back to 1973. (Author/RM)

ED 200 482 SO 013 245
Heebink, William B.
Elementary Map and Globe Skills Program.
Beloit Public Schools, Wisc.

Pub Date—Sep 77

Note—174p. Maps throughout document may not reproduce clearly from EDRS due to faint and small print type of original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Criterion Referenced Tests. Elementary Education. *Global Approach. *Locational Skills (Social Studies). *Map Skills. *Sequential Approach. Social Studies. Units of Study

The document contains sequential lessons on map and globe skills for grades K-6. The program relies on three commercial products: Maps Show the Earth and Where and Why (both by A.J. Nystrom) and Level A of the map and globe section from the Wisconsin Design for Reading Skills Development. Kindergarten students examine map representation, position of objects, and measurement of size. Grade 1 students examine maps as pictures of the earth's surface from above. They also discover ways in which rivers and mountains are depicted on maps. Second grade students study map symbols, directions, and the earth's rotation, and discuss purposes of maps. Third grade students focus on the globe and study direction (north, south, east, west) in depth. The fourth grade unit concentrates on the hemispheres, lines of latitude and longitude, and the grid system. In grade five, students learn about distortion, scale and measurement, continents and

oceans, elevation, boundaries, and cities. Sixth grade students analyze the earth's rotation and learn to differentiate between climate and weather. Each lesson provides reproducible materials, behavioral objectives, correlations to the Nystrom text, extension activities, and references, and notes which criterion-referenced test in the Wisconsin Design should be used. Activities include games, map construction, and group work. (KC)

ED 200 483 SO 013 246

Nolan, Richard D. And Others

Community-Based Ethnic Heritage Studies Program. Final Report.

Bristol Board of Education, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Report No.—549AH90110

Pub Date—Dec 80

Grant—G007903262

Note—149p; Attachments A and B-1 may not reproduce clearly from EDRS in microfiche or paper copy due to poor legibility of print type throughout original document.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Community Characteristics, *Cultural Background, Educational Innovation, Elementary Secondary Education, *Ethnic Studies, *Immigrants, Local History, Program Descriptions, Resource Materials, *School Community Programs

Identifiers—Ethnic Heritage Studies Program

Results of a cooperative project among students, teachers, administrators, and community members involved in ethnic studies activities are reported. The document describes goals, procedures, results, and evaluation. A resource handbook is also included. Four goals were established: to identify potentially contributing ethnic groups in the community, to assist newly emigrated individuals in identifying with previously assimilated ethnic groups, to develop educational and community ethnic groups as working resources, and to increase offerings in the existing ethnic heritage studies program. An evaluation of the program indicates that it has been extremely successful. Accomplishments include formation of ethnic-oriented community advocacy groups; development of community and educational resources including a corps of tutors and translators; a variety of local histories; peer instruction in ethnic heritage studies; a filmstrip/recording of the community's history; and an ethnic heritage celebration festival. The resource handbook includes a list of materials/resources and contact persons at the resource centers. Appendices present the project management plan and describe the oral history and pen pal programs. (KC)

ED 200 484 SO 013 247

Francesconi, Robert

The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties.

Pub Date—Oct 80

Note—30p; Paper presented at Annual Meeting of the Popular Culture Association (9th, Winston-Salem, NC, October 16-18, 1980).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Activism, *Black Culture, *Black Power, Developing Nations, *Jazz, *Popular Culture, *Racial Identification, Social Change

The free jazz movement of the 1960s provided a rhetorical parallel in music to the verbal messages of black power and black nationalism. The use of Third World musical patterns represented an attempt to reinforce the revolutions in perceptions that black Americans held of themselves, their cultural heritage, and relationships to the rest of the nonwhite world. The three areas in which black musicians sought to throw off European musical concepts were harmony and melody, rhythm, and the nature of the instrumental source. The European harmonic system came to be seen as a symbol of the dominant white culture. Modal music, which is based on the concept of scalar improvisation rather than systemized chord progressions, is the structural form used by the free jazz movement. It has much in common with Third World musical sensibilities. In terms of rhythm, two approaches were used: the employment of drums as a melody instrument and an increased emphasis on polyrhythms. Finally, where European musical tradition places an emphasis on the purity of tone production on any given instru-

ment, the jazz tradition has always emphasized individualized sound. The free jazz movement made wide use of angry sounds—rants, screams, cries, and moans—to form a part of the expressive message of this movement. (Author/KC)

ED 200 485 SO 013 248

Martin, William C.

Science Fiction as Social Movement: Ideology and Resource Mobilization in Cultural Production and Reproduction.

Pub Date—Oct 80

Note—18p; Paper presented at Annual Meeting of the Popular Culture Association of the South (Winston-Salem, NC, October 16-18, 1980).

Pub Type—Opinion Papers (120) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Capitalism, Epistemology, Futures (of Society), Intellectual History, Literary Criticism, *Popular Culture, *Science Fiction, Sciences, *Social Influences, Social Sciences, Technology, Theories

The paper examines science fiction literature as a product and part of the social consciousness of the modern capitalist world order. This world order is seen as emphasizing science, technology, movement, growth, urbanization, industrialization, complex organization, and progress. The document is organized into two sections. The first section reviews theories of the sociology of knowledge and discusses knowledge as a process of self-production and reproduction of society. Influential theorists include Hegel, Marx, Lukacs, Mannheim, Gramsci, Habermas, and Touraine. Touraine's (1977) dynamic conflict-based systematic theory of society is based on three concepts: historicity, which defines the instruments of society's self-production; the system of historical action which is the totality of social and cultural orientations, by means of which historicity exercises its control of historicity and the system of historical action. The second section discusses science fiction as a process of societal and cultural production. It arose out of the demystification of nature through science and generated a secular mythology which legitimized, sustained, and helped create and expand the emerging society. Science fiction represents the literary-ideological analysis of the interface between man and machines, the exploration of the impact of science upon the individual and society, and the promotion of the view of the progressive character of that impact. Finally, since the 1920s science fiction has had the character of a social movement with magazines, fan organizations, and local, national, and international conventions. (Author/KC)

ED 200 486 SO 013 249

Pontius, Steven K.

The Temporal Context of Adoption.

Pub Date—Apr 80

Note—21p; Paper presented at Annual Meeting of the Association of American Geographers (Louisville, KY, April 13-16, 1980). Bibliography may not reproduce clearly from EDRS in microfiche or paper copy due to broken print type throughout original.

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adoption (Ideas), *Agriculture, Area Studies, Attitude Change, Decision Making, *Developing Nations, *Farmers, Pilot Projects, Research Needs, Tables (Data), Trend Analysis Identifiers—Thailand

This paper analyzes the amount of time required by farmers in four villages on the western edge of the central plain of Thailand to adopt four agricultural innovations—fertilizer, herbicide, insecticide, and fungicide. The general objective is to help researchers interested in the relationship of the adoption of new ideas to economic development understand the process of passing from awareness to adoption. A more specific objective is to check on the cross cultural validity of work done by researchers in the United States on the adoption period. General findings of past research regarding the temporal context of decision making indicate that (1) awareness occurs at a more rapid rate than adoption; (2) the time required for early adopters to complete the initial stages of the innovation adoption process is shorter than for later adopters; (3) the later stages require more time for earlier adopters than later adopters because innovators are creating the precedent for later adopters; (4) the inability of potential adopters to acquire innovation frequently

delays the time of adoption; (5) and the first individuals to adopt innovations require a shorter overall adoption period than do relatively later adopters. Findings from analysis of data on the Thai farmers did not support these findings. The conclusion is that access to sources who possess the knowledge necessary to evaluate new technology may more accurately explain the rate at which innovations are adopted than intrapersonal differences of early and later adopters. The implication is that researchers should re-evaluate their thinking about the proposition that lack of knowledge does not delay adoption. (Author/DB)

ED 200 487 SO 013 250

Barendsen, Robert D., Comp.

Education in the People's Republic of China. A

Selective Annotated Bibliography of Materials

Published in the English Language 1971-1976.

Office of International Education (ED), Washington, D.C.

Report No.—E-80-14015

Pub Date—81

Note—48p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$3.00, Stock no. 065-000-000-32-6).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Communism, *Comparative Education, Continuing Education, Educational Administration, Educational Philosophy, *Educational Practices, Elementary Secondary Education, *Foreign Countries, Higher Education

Identifiers—*China

This annotated bibliography lists materials written in English which examine education in China. The purpose of the bibliography is to make readily available to all those interested in Chinese education a useful guide to selected reference materials on the subject published from 1971 to 1976. The bulk of the entries is based on first hand observations by a variety of foreign visitors to China (primarily American). The bibliography lists 198 titles arranged alphabetically by author under two headings, one including material in books, pamphlets and separately published reports, and the other material in periodicals. Many facets of education are dealt with including educational administration and philosophy, values education, vocational education, language and linguistics, medical education, continuing education, and educational practices at all levels. A subject index concludes the publication. (Author/RM)

ED 200 488 SO 013 251

Kemmis, Stephen

Program Evaluation in Distance Education:

Against the Technologicalisation of Reason.

Pub Date—May 80

Note—32p; A keynote address to the National Workshop on Distance Teaching sponsored by Townsville College of Advanced Education in cooperation with the Australian and South Pacific External Studies Association (Townsville, Victoria, Australia, May 11-14, 1980).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Correspondence Study, *Critical Thinking, Cultural Context, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Extension Education, Higher Education, Literature Reviews, *Models, Philosophy, *Program Evaluation, Trend Analysis Identifiers—Distance Teaching

Trends within the literature on program evaluation are reviewed and the implications of various trends for education are explored, with particular relevance for distance education. Distance education is an alternative educational approach based on correspondence, broadcasting, and long distance communication between teacher and student in a non-home based study situation. Two major trends are identified—first, the trend toward the technologicalisation of reason (i.e., the acceptance of problem solutions by experts), and second, a trend toward concern with preserving a human dimension (i.e., conviviality). With regard to educational evaluation, these trends have their counterparts in the move toward technical, quantitative assessment of performance and objectives and in the increasing interest in more individualized and responsive evaluation methodology. A new model is proposed

to counteract shortcomings of these types of evaluation models and of other models in widespread use today (engineering models, ecological models, democratic models, illuminative/responsive models, etc.). This new model, based on evaluation as self-reflection and conviviality, comes closer than any of the other models to patterning what people do in ordinary situations when they try to evaluate without the aid of specialists. Specifically, the evaluation as self-reflection model stresses rationality, autonomy and responsibility, the community of interests among participants in a specific program, value differences, explicit rules which govern procedures, and appropriate methods for evaluating the specific program or curriculum being studied. The conclusion is that this self-reflective evaluation model can help educators recognize one another's (and students') social being and develop a perspective which is more critical and reflective and less dominated by purely technical solutions. (DB)

ED 200 489 SO 013 252

Slouka, J.J. Slouka, O.
International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs. International Studies Association, Syracuse, N.Y. Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—79

Contract—300-75-0351

Note—96p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Assessment, Educational Environment, Educational Objectives, Elementary Secondary Education, *Evaluation Criteria, *International Studies, Interviews, National Surveys, School Surveys, Social Studies, Teaching Methods

Identifiers—United States

The purposes of the project described in this document are to identify and evaluate factors which encourage a global perspective in students in grades K-12. The document is presented in three major sections. Section one introduces the scope of the study, discusses objectives, and describes evaluation methods, including reviewing written materials, identifying and observing internationally oriented teaching efforts, and interviewing over 600 educators. Section two presents findings in two categories—approaches and factors. Four major instructional approaches used by teachers at the precollegiate level include comprehensive international dimension programs, self-contained international programs, spontaneous interdisciplinary activities, and spontaneous ad hoc efforts involving, for example, current events. Factors discussed in relation to these approaches are program objectives, instructional capabilities, program legitimacy and leadership, instructional resources, and teaching environment. Based on examination of these approaches and factors, a wide variety of evaluative criteria is suggested. Examples include, "How well does the international program fit into the school's reward structure?" "Are teachers given extra preparatory time for global studies courses?" "What is the school librarian's role in international programs and projects?" and "To what extent does the educational environment require demonstration of faculty competence in handling international subjects?" Section three offers an analytical matrix of evaluative criteria. Major matrix headings are educational objectives, capabilities, legitimacy, and resources. (DB)

ED 200 490 SO 013 255

Shaver, James P.

What Can Research Contribute to Law-Related Education?

Pub Date—Oct 80

Note—22p. Paper prepared for an American Bar Association Conference on Law-Related Education Futures (Aspen, CO, October 12-15, 1980).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, *Legal Education, *Research Needs, *Research Problems, Social Studies, State of the Art Reviews

Research in law-related education has not led to cumulative knowledge that is of much use to curriculum developers or classroom teachers. Among the reasons for this state of affairs are that researchers concentrate on nonessential topics, educational

research does not generally meet criteria for scientific research, educational research is too often conducted in isolation from prior research and theory. Also, researchers often lack sensitivity to the realities of the classroom due, at least in part, to their failure to involve teachers in planning, conducting, and interpreting research. Ways in which research in law-related education can overcome these problems include that researchers should show more respect for empirical research and previous research findings, that educators should become more realistic with regard to their expectations for educational research, and that researchers pay more attention to developing explanatory concepts and to integrating and interpreting research literature. Major activities in law-related education in the 1980's will more than likely center on developing, implementing, and institutionalizing educational programs in schools and other institutions. (DB)

ED 200 491 SO 013 256

Hantula, James

Modernization and Japan: A Two-Week Unit for High School Social Studies, Service Center Papers on Asian Studies, No. 10.

Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.

Pub Date—Jan 76

Note—79p. For related documents, see SO 013 257-259. Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to fading ink throughout original document.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Affective Objectives, *Asian Studies, Bibliographies, Cognitive Objectives, Course Descriptions, Evaluation Methods, Resource Materials, Secondary Education, *Social Studies, Tests, Units of Study

Identifiers—Japan, *Modernization

This publication outlines content, objectives, and evaluation procedures for a two week unit of study on modernization in Japan which can be used in high school social studies courses. The teacher must select and adapt the content of the course from six volumes published by the Association for Asian Studies. The volumes, which are not included in this publication, are comprised of 85 articles focusing on six themes: attitudes toward modernization, political development, economic development, social change, cultural change, and dilemmas of growth in prewar Japan. An outline cites the topics to be studied in the course and the corresponding articles which the teacher must read. For example, to acquire information on the topic of perspectives on modernization, the teacher must read the article "Changing Japanese Attitudes Toward Modernization." Although some of the articles in the six volumes may be appropriate for the advanced high school student, most are suitable for teacher use only. A bibliography of student materials is included in the unit. The teacher is expected to choose materials to use in the classroom from this list. No specific teaching strategies are recommended for the unit. Teachers must choose their own teaching strategies by reading sources cited in a bibliography on "Approaches." Tables match course content to specific objectives which are placed in the three domains of cognitive, affective, and social behavior. The unit discusses and contains tests and evaluation procedures. Bibliographies are also included on objectives and evaluation procedures. (Author/RM)

ED 200 492 SO 013 257

Pedersen, Paul, Ed.

Teaching about Southeast Asia in U. S. Secondary Schools, Service Center Papers on Asian Studies, No. 11.

Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.

Pub Date—Apr 76

Note—41p. For related documents, see SO 013 256.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Asian Studies, Educational Practices, Higher Education, Newsletters, Program Descriptions, Resource Materials, Secondary Education, Teaching Methods

This publication contains a series of articles intended to stimulate interest in teaching about Southeast Asia in secondary schools. The opening article, "What Are We Teaching About Southeast Asia in U.S. Secondary Schools?" includes a bibliographic essay citing sources of information on

materials for teaching about Southeast Asia. Additional materials are discussed in another article "What's New on Southeast Asia?" The author points out that the strongest part of the best curriculum material on Southeast Asia deals with economic development. Another article describes a strategy that teachers can use to develop student cognitive empathy for the way of life in Southeast Asia. A model for culture studies is presented in one article. In the article "Teaching About Southeast Asia to Freshmen in High School" a teacher examines three problems and discusses how she overcame them. The three problems are: developing sufficient background in subject matter; developing a framework within which to present the subject matter; and developing effective teaching methods. One contributing author describes a program in comparative international education conducted at Loyola University of Chicago for six years. A graduate student at Carnegie-Mellon University presents "A Grad Student's Perspective" on Asian studies. Another author discusses a delightful and informative way to begin the study of Southeast Asia: through the study of its folktales. Two project proposals are presented. The first, "Humanistic Study of Southeast Asia" aims to make generally available Southeast Asian philosophy, history, religion, ethics, art, and belles lettres through the translation of writings by Southeast Asians. The second proposes to collect and distribute fugitive materials on Southeast Asia for use in secondary schools and teacher training institutes. The concluding article outlines the "Summer 1974 Institute on Asia for Secondary School Teachers." (Author/RM)

ED 200 493 SO 013 258

Hantula, James

Basic Skills in Asian Studies: China, Service Center Papers on Asian Studies, No. 13.

Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.

Pub Date—Dec 80

Note—72p. For related documents, see SO 013 256.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian Studies, *Basic Skills, *Chinese Culture, Critical Thinking, Learning Activities, Map Skills, Reading Skills, Secondary Education, *Skill Development, *Social Studies

Identifiers—China

This publication contains 20 learning activities for developing basic skills while teaching about China at the secondary level. The activities, which were field tested, are self-contained and include short readings followed by student work sheets. For developing skill in reading about China, the learning activities focus upon translating Chinese into English, pronouncing Chinese in English, classifying sources of information on China, and using reference books on China. The learning activities which teach critical thinking involve students in applying Chinese mathematical skills, comparing the economy of China with other Communist nations, and judging right from wrong using American and Chinese perspectives. To develop skill in understanding the history of China, students learn to tell time in the Chinese tradition, make a timeline in Chinese history, assess the Chinese Ladder of Success, and analyze the 1978 Constitution of China. Students develop skill in interpreting the geography of China by drawing inferences about the location of China and by analyzing satellite pictures of China. A post-test is included. (Author/RM)

ED 200 494 SO 013 259

Hantula, James

Basic Skills in Asian Studies, Service Center Papers on Asian Studies, No. 14.

Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.

Pub Date—Mar 81

Note—72p. For related documents, see SO 013 256.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian History, *Asian Studies, *Basic Skills, Critical Thinking, Learning Activities, Map Skills, Reading Skills, Secondary Education, *Skill Development, *Social Studies

This publication contains 20 learning activities for developing basic skills while teaching Asian studies at the secondary level. The activities, which were field tested, are self-contained and include short readings followed by student worksheets. For developing skill in reading about Asia, learning activities

focus upon defining terms and identifying keywords in brief reading selections in Asian studies, and classifying sources of information and answering objective questions based on readings. The learning activities which teach critical thinking involve students in analyzing a retrieval chart on Communist party membership, solving a word maze which includes the names of the major cities in China, and comparing the Gross National Product of Asian countries. To develop skill in interpreting the geography of Asia, students read about evidence of the location of Japan and make inferences and examine places in Asia that have similar geographic features. Students develop skill in understanding the history of Asia by telling about time in the Asian tradition, making a timeline of Asian history, assessing similar ideas in Asia and the United States, and correlating events in Asia and Europe. A posttest is included. (Author/RM)

ED 200 495 SO 013 260

Vinovsky, Maris A.

The Politics of Educational Reform in Nineteenth-Century Massachusetts: The Controversy Over the Beverly High School in 1860. Final Report. Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—15 Aug 80

Grant—NIE-G-79-0107

Note—94p.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, *Educational Change, *Educational History, Educational Trends, High Schools, Literature Reviews, *Local History, Political Influences, *Politics, Secondary Education, Social Class, *Social History

A case study of events involving the Beverly High School (Beverly, Massachusetts) circa 1860 exemplifies educational trends in mid-19th century Massachusetts. The hypothesis is that the political situation in mid-19th century Massachusetts was much more complex than has been suggested by radical revisionists who tend to interpret educational and social developments in terms of social class conflict. The Beverly High School (which was abolished by popular vote in 1860 after two years of existence) was selected for study because it represents a means of investigating whether mid-19th century school reforms were the product of working-class efforts to educate their children (the traditional view) or were imposed on the working-class by upper-class leaders who wanted to instill their own morality and values on others (the revisionist view). Analysis of the debate over closing the Beverly High School and the ensuing vote to close it indicate that many factors, in addition to social class, played large roles in a more general way in educational reform in Massachusetts during the period under study. Most important among these factors were party politics, religion, occupation, attitudes toward state law (which, in the case of Beverly High School was important because the law required a public high school for towns the size of Beverly), and the age of the voters (younger voters were more likely to support public schooling than were older voters). The document concludes with comments delivered at a 1979 conference on community studies in urban educational history. (DB)

ED 200 496 SO 013 261

Reichelt, Paul A.

American Public Opinion Toward Sex Education and Contraception for Teenagers.

Pub Date—1 Apr 81

Note—17p.; Paper presented at Annual Meeting of the American Orthopsychiatric Association (58th, New York, NY, March 28-April 1, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Attitude Change, Attitudes, *Contraception, Educational Needs, Educational Objectives, *Educational Policy, Policy Formation, Public Health, *Public Opinion, Secondary Education, *Sex Education, Social Problems, Surveys, *Trend Analysis

A study was undertaken to determine American attitudes toward sex education and contraceptive services to adolescents and toward the related topics of teenage pregnancy and related welfare and medical costs. The study was based on the premise that policy decisions regarding whether to offer sex education and contraceptive services to adolescents

are influenced by policy makers' conceptions of public opinion. The method used was to integrate all available data on American public opinion toward sex education and birth control for teenagers and to relate findings from an analysis of the resulting data compilation to educational and public health policy at different time periods from 1943 to 1980. Data consisted of previous research studies in the fields of social science, medicine, and public health and of surveys by the American Institute of Public Opinion (the Gallup Organization). Several difficulties were encountered in interpreting data from different sources and time periods, including that questions asked at one time were neither parallel nor similar to questions asked at another period. In spite of the difficulties, however, findings indicated several clear trends. Most important among these findings are that a solid majority of the public has always been in favor of sex education for teenagers; that, recently, the public is overwhelmingly in favor of providing birth control information as part of this education; and that there has been a generally upward trend in approval of providing birth control for teenagers. The conclusion is that current policy concerning sex education and adolescent birth control is much more conservative than public opinion and that provision of more and better contraceptive services and sex education to teenagers would be supported by the American public. (DB)

ED 200 497 SO 013 262

Sevitch, Benjamin

Connecticut's Canterbury Tale: Prudence Crandall and the "School for Nigger Girls".

Pub Date—9 Apr 81

Note—26p.; Paper delivered at Central States Speech Association Convention (Chicago, IL, April 9-11, 1981).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Freedom, *Access to Education, *Blacks, Case Studies, Educational Discrimination, *Educational History, Females, Local History, Negative Attitudes, Selective Admission, Single Sex Schools, *Social Bias, Student Rights, *Womens Education

Identifiers—Connecticut (Canterbury), Crandall (Prudence)

Prevailing animosity toward blacks in New England prior to the Civil War is demonstrated in this case study of Prudence Crandall's attempt to establish a school for Negro girls in Canterbury, Connecticut, in 1833. Prudence Crandall, a Quaker schoolmistress, was the successful proprietor of a school for girls from socially prominent families in Canterbury. She was also an abolitionist. When she decided to allow black girls to enroll in her previously all white school, she was confronted with bigotry, slander, incarceration, violence, and arson. Although Miss Crandall eventually decided to close her school in 1834 to protect her personal safety and the safety of her pupils, she was vindicated over 50 years later when Canterbury citizens petitioned the General Assembly of Connecticut to award her an annuity of \$400 for the remainder of her life and to continue efforts begun by her in the 1830s to provide educational opportunities for blacks. The importance of Prudence Crandall's experience is twofold. First, her story is a good example of how persistent individual courage can prevail against widely held social bias. Second, the saga of Prudence Crandall is of historical importance because it became a rallying cry for abolitionists in New England. (DB)

ED 200 498 SO 013 263

Practical Politics, Revised Edition.

Ohio Dept. of State, Columbus.; Ohio State Dept. of Education, Columbus.

Pub Date—80

Note—77p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Citizen Participation, Citizenship Responsibility, Educational Objectives, Grade 11, *Learning Activities, *Politics, School Community Relationship, Secondary Education, *Social Studies, State Government, *Teaching Methods, Units of Study, *Voting, Voting Rights

Identifiers—Ohio

The 12 lessons on practical politics have been designed to help high school classroom teachers in Ohio develop and implement educational programs on citizen participation and, specifically, on voting. Objectives are to familiarize students with Ohio vot-

ing and registration laws and procedures, to introduce them to voting equipment, to acquaint them with politically active community members, to improve their ability to analyze ballot issues, and to increase their awareness of and interest in governmental processes. Activities are aimed primarily at students in 12th grade but can be tailored for use in grades nine through 11 as well. Most lessons are designed to fit into a one-hour class period and are intended to be used sequentially. Topics are voter participation, concerns and issues, evaluating information, developing and evaluating campaign materials, evaluating information sources, investigating community attitudes, registration procedures, elections, the electoral college, and political party structure. Students are involved in a variety of activities, including a mock convention, a school election, an in-class election, class discussion, analyzing voting materials, researching political issues, writing campaign materials, and taking community surveys. For each lesson, information is given on background, preparation, objectives, activities, resources, and helpful hints. Handouts such as survey forms, tally forms, and calendars of activities are included for many of the activities. (DB)

ED 200 499 SO 013 265

Bill, Willard E.

Perceived Benefits of the Social Studies Teacher from the Experience of Supervising Social Studies Interns.

Pub Date—81

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperating Teachers, Educational Needs, Educational Research, Methods Courses, *Professional Development, Secondary Education, *Social Studies, *Student Teachers, *Student Teaching, Teacher Improvement, Teaching Methods

The focus of this study was to analyze the learning benefits accrued by the experienced teacher from supervising a secondary social studies student teacher. Teachers in the Puget Sound region of the state of Washington were surveyed. They were asked to respond to questions to determine how well participating in the supervision of the student teachers had enhanced their professional development. Thirty nine of the 53 teachers surveyed returned the questionnaire for a return rate of 73%. Teaching experience of those participating averaged nearly 14 years. Results include the following. Only one of the competencies was determined to be significant in the professional development of the teacher as a result of the supervision. The teacher did learn to use "concepts and generalizations as organizing frameworks for planning and teaching social studies." The study then examines possible reasons why the supervising teachers did not accrue more benefits from the experience. First, it may be that the experienced teachers have a knowledge of teaching methodology that far surpasses what they might learn from the student teachers. For example, one of the respondents remarked, "I could have marked most of these items higher, but it was not the result of my contact with the student teacher that I employ those techniques." Another reason why the supervising teachers did not benefit more may be that the student teachers are not able to translate the skills they are learning into the public school educational process. Perhaps the student teachers are not given the opportunity to explain skills they are using, or they are not adept at demonstrating teaching competencies. Methods professors need to give attention to the competencies that the public school teacher reports have low influence on their professional development. (Author RM)

ED 200 500 SO 013 266

Japan/United States Textbook Study Project.

Joint Report.

Social Studies Development Center, Bloomington, Ind.

Spons Agency—International Society for Educational Information, Tokyo (Japan); Japan Textbook Research Center, Tokyo; National Council for the Social Studies, Washington, D.C.

Pub Date—Jan 81

Note—90p.

Available from—Social Studies Development Center, 513 North Park, Indiana University, Bloomington, IN 47405 (free, while limited supplies last).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Geography, Secondary Education, *Social Studies, Textbook Bias, Textbook Content, *Textbook Evaluation, World History

Identifiers—*Japan, *United States

This is a report of the Japan/United States Textbook Study Project the goal of which is to improve each nation's textbooks, especially in regard to the treatment of Japan in U.S. textbooks, the treatment of the United States in Japanese textbooks, and the treatment of relations between the two countries in each nation's textbooks. Panelists from both countries reviewed selected, widely used history, geography, and other social studies textbooks in lower and upper secondary school social studies courses in Japan and junior high school and high school courses in the United States. General findings are that: (1) the treatment of Japan and of the United States in each other's textbooks is generally accurate, but certain descriptions, which are based on stereotypes and inaccuracies, still appear in both nations' textbooks; (2) the Japanese textbooks generally present more complex vocabulary and substance than the U.S. textbooks; (3) neither the Japanese nor the U.S. textbooks adequately indicate sources (including dates) used in writing the textbooks; (4) the Pacific War, especially the background and issues leading up to it, is not dealt with adequately in either the Japanese or the U.S. textbooks; (5) there is an overemphasis in the textbooks in both countries on certain traits, e.g., in the U.S. textbooks, the Japanese are frequently characterized as adaptive and energetic, and in the Japanese textbooks, United States citizens are frequently individualistic and materialistic. A list of recommendations is included. In the preparation of textbooks, both countries should pay more attention to scholarship. Controversial issues and personalities should not be glossed over or muted in efforts to present a single version of the past. Cultural and artistic developments in both nations should be treated more fully. (Author/RM)

ED 200 501

SO 013 267

Naylor, David T.

Learning About Law, A Law-Related Instructional Unit for Children in Grades 5 and 6.

Ohio State Bar Association, Columbus.
Spons Agency—Ohio State Dept. of Economic and Community Development, Columbus. Office of Criminal Justice Services.

Pub Date—80

Note—52p.; For related documents, see SO 013 268-270.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Objectives, Elementary Education, Grade 5, Grade 6, *Laws, Learning Activities, *Legal Education, Skill Development, *Social Studies, Teaching Guides, Teaching Methods, Units of Study

This document contains an instructional booklet for teachers and a book of spiritmaster handouts for use by students in fifth and sixth grade social studies programs on law-related education. The general objective of the unit is to help elementary school pupils understand and deal successfully with a variety of rules, responsibilities, and laws. More specific objectives include helping students distinguish between laws and customs and between the facilitative and restrictive nature of law, recognize and provide examples of how the law affects individuals, distinguish between freedom and license, propose at least one law that could improve community life, accept differences in opinion regarding specific laws, classify laws according to the functions they serve, and formulate hypotheses concerning the necessity of laws in given situations. The unit is presented in 14 lessons, entitled What is a Law? Laws and Customs. How do you feel about Law? How Law Affects You. Understanding Freedom, Living without Law, A Need for Law, Reasons For Law, Law Meets Common Needs, Laws Should be Clear and Understandable, Laws for a Modern Society, Recognizing Good Laws, Writing a Good Law, and How Do You Feel About Law? For each lesson, information is presented on objectives, an overview, procedures, activities, and handouts. Students are involved in a variety of activities, including keeping an individualized booklet on laws, brainstorming, writing down laws relating to things they see from the classroom window, discussing laws in class, drawing murals depicting familiar laws, and analyzing silly and poorly written laws. Handouts to accompany the lessons include matching exercises, fill-in-the-

blanks exercises, quizzes, and stories illustrating legal concepts. The unit can be taught as a consecutive miniunit or as a series of sub-units integrated into the existing curriculum. (DB)

ED 200 502

SO 013 268

Naylor, David T.

Learning About Responsibilities, A Law-Related Instructional Unit for Children in Grades 5 and 6.

Ohio State Bar Association, Columbus.
Spons Agency—Ohio State Dept. of Economic and Community Development, Columbus. Office of Criminal Justice Services.

Pub Date—80

Note—57p.; For related documents, see SO 013 367-370. Several pages may not reproduce clearly due to broken type.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Citizenship Responsibility, Educational Objectives, Elementary Education, Grade 5, Grade 6, Learning Activities, *Legal Education, Skill Development, *Social Studies, *Student Responsibility, Teaching Guides, Teaching Methods, Units of Study

This document contains an instructional booklet on law-related education for social studies classroom teachers in grades five and six and a book of spiritmaster handouts for use by students. Objectives include helping students define responsibility and identify at least two characteristics of a responsible person, state reasons why responsible behavior is more desirable than irresponsible behavior, identify responsibilities he/she will probably acquire as an adult, demonstrate willingness to assume responsibilities at home and at school, choose from among alternatives in decision-making situations, and propose solutions to problems created by conflicting responsibilities at home and school. The unit is presented in 11 lessons, entitled Who is More Responsible? What Does Being Responsible Mean? What Do You Believe About Responsibility? What Are Some of My Responsibilities? What Responsibilities Do My Parents Have? What Are Some Responsibilities That People Who Work in My Community Have? What if there were No Responsibilities? What is the Responsible Thing To Do? How Does Law Help Me to Know my Responsibilities? What Happens When Responsibilities Conflict? and What Can I Do To Become More Responsible? Students are involved in a variety of activities, including reading and discussing accounts of responsible/irresponsible behavior, providing examples of various types of responsible behavior, role-playing, ranking behaviors in order of their responsibility, surveying family and class members regarding the meaning of being responsible, and writing stories about the kinds of responsibilities associated with various adult occupations. Handouts accompanying the lessons include matching exercises, word puzzles, role-playing descriptions, fill-in-the blanks exercises, quizzes, and stories illustrating legal concepts. (DB)

ED 200 503

SO 013 269

Naylor, David T.

Rules, Rules, Rules, A Law Related Unit for Grades 2 and 3.

Ohio State Bar Association, Columbus.
Spons Agency—Ohio State Dept. of Economic and Community Development, Columbus. Office of Criminal Justice Services.

Pub Date—80

Note—53p.; For related documents, see SO 013 267-270.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Objectives, Elementary Education, Grade 2, Grade 3, *Laws, Learning Activities, *Legal Education, Skill Development, *Social Studies, Teaching Guides, Teaching Methods, Units of Study

This document contains an instructional booklet on rules for use by social studies classroom teachers in grades two and three as they develop and implement a law-related education program. It also contains spiritmaster handouts for use by students. Objectives of the unit include helping primary school pupils clarify their feelings and beliefs about rules, acquire insight into reasons for rules, evaluate rules, and develop a set of rules that they are willing to abide by in the classroom. The unit is presented in 13 lessons. Titles are: How Do You Feel About Rules? Rules and You; Rules at Home; Rules at School; Rules at Play; Rules in Our Community; Rules, Rules, Rules: Reasons for Rules; Why We

have Rules; Assessing Rules: Rules for Our Classroom; How I Feel About Rules; and What I've Learned about Rules. Students are involved in a variety of activities, including creative writing, classification of rules into various categories, drawing pictures that show people either following or not following rules at home and at school, interviewing family members about why certain rules exist in the home, surveying rules in homes of all students in the class, exploring differences in school and classroom rules, and making collages from magazine pictures which illustrate people following or not following rules in particular settings. For each lesson, information is presented on overview, objectives, procedures, activities, and handouts. Handouts which accompany the lessons include matching exercises, word puzzles, fill-in-the-blanks exercises, stories and cartoons illustrating rules, and lists of rules which apply to various situations. (DB)

ED 200 504

SO 013 270

Naylor, David T.

Responsibility and You, A Law Related Unit for Grades 2 and 3.

Ohio State Bar Association, Columbus.
Spons Agency—Ohio State Dept. of Economic and Community Development, Columbus. Office of Criminal Justice Services.

Pub Date—80

Note—50p.; For related documents, see SO 013 267-270.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Citizenship Responsibility, Educational Objectives, Elementary Education, Grade 2, Grade 3, Learning Activities, *Legal Education, Skill Development, *Social Studies, *Student Responsibility, Teaching Guides, Teaching Methods, Units of Study

This document contains an instructional booklet on responsibility for use by social studies classroom teachers in grades two and three as they develop and implement a law-related education program. It also contains spiritmaster handouts for use by students. Objectives of the unit include helping primary age children clarify their feelings and beliefs about responsibilities, recognize examples of responsible behavior and the consequences of irresponsible behavior, and to assess the degree to which they accept responsibility. The unit is presented in 11 lessons. Titles are: Are You Able? At what Age? Whose Responsibility is it? What are Some of My Responsibilities? Rules and Responsibilities at School. Parents Have Responsibilities. Too! Responsibilities of Others in the Community: How Do You Feel About Responsibility? Who is Being More Responsible? What if People Didn't Follow Rules? and How Responsible Am I? Students are involved in a variety of activities, including stating reasons for ability or inability to accept specified responsibilities, explaining why people are given different responsibilities, writing paragraphs about responsibilities one is able to fulfill, drawing pictures of responsibilities one is or is not able to fulfill, coloring and cutting out pictures of children being able to perform tasks responsibly at various ages, describing skills necessary to perform a variety of jobs at home and at school, and listing activities in various areas, such as health, safety, property, and getting along with others. For each lesson, information is presented on overview, objectives, procedures, activities, and handouts. Handouts which accompany the lessons include matching exercises, word puzzles, fill-in-the blanks exercises, stories and cartoons illustrating responsibilities, and lists of responsibilities which apply to various situations. (DB)

ED 200 505

SO 013 273

Selected Bibliography of Arab Educational Materials, Vol. 3, No. 2, 1978.

Al-Ahram Center for Scientific Translations, Cairo (Egypt); Documentation Centre for Education, Cairo (Egypt).

Spons Agency—Department of Education, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—TT-78-59466/2

Pub Date—81

Note—171p.; For a related document, see ED 193 163. Not available from EDRS in paper copy due to poor reproducibility of original document.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Annotated Bibliographies, Arabic, *Arabs, *Comparative Education, Early Childhood Education, Educational Administration, Educational History, *Educational Practices, Educational Research, Elementary Secondary Education, Higher Education, Illiteracy, Physical Education, Religious Education, Sciences, Special Education, Teacher Education, Teaching Methods, Vocational Education, Youth

This annotated bibliography lists educational materials from Arab countries. Items cited were published in 1978 and include journal articles, newspaper articles, government publications, and monographs. Topics related include the following: absence from school; adult education; arabic language; the needs of and services provided for children; education at all levels; educational administration; educational research; eradication of illiteracy; the history of education; physical education; religious education; inservice training; special education; teachers; teaching methods; science; vocational training; and youth. The bibliography concludes with lists of authors and sources. (Author/RM)

ED 200 506

SO 013 274

Kailin, Clarence S.

Black Chronicle: An American History Textbook Supplement. Revised.

Wisconsin State Dept. of Public Instruction, Madison. Office of Equal Education Opportunities. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—WSDPI-1150

Pub Date—79

Note—91p.: Photographs throughout document may not reproduce clearly from EDRS in paper copy or microfiche. For a related document, see ED 170 236.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bibliographies, *Black History, Black Influences, Black Power, *Black Studies, Chronicles, Civil War (United States), Colonial History (United States), Elementary Secondary Education, Racial Bias, Racial Discrimination, Reconstruction Era, Revolutionary War (United States), Slavery, *United States History

This second edition of the chronicle provides an accurate and balanced representation of the history of the Black experience in an effort to counteract misinformation presented in most U.S. history textbooks. A study of U.S. history texts used in Wisconsin school districts reveals major failings. One of the most serious shortcomings of the textbooks is the omission or distortion of the Black experience as well as inaccuracies in the portrayal of Black people. The historical account of events, which the chronicle presents, begins in 50,000 B.C. and ends in 1979. The following major historical periods are covered: early times; the colonial period; slave resistance; the Revolutionary War period to the Civil War; the Civil War; Reconstruction and post-Reconstruction; Black organizational activities from Civil War to 1900; the populist movement; the Booker T. Washington Period; the Harlem Renaissance; the New Deal and World War II; the post-World War II period; the posttest era; the struggle of the 1960's; the decade of the seventies; July, 1978 Justice Thurgood Marshall's Bakke dissent; and 1979. For each period an historical overview is provided, specific dates within the historical period are listed, and events occurring on those dates are described. Examples include: 1890, by the beginning of the 1890's, there were 154 Black newspapers; 1942, James Farmer formed the Congress of Racial Equality (C.O.R.E.); 1978, New Orleans got its first Black Mayor, Ernest N. Morial, on Monday May 1, 1978. (Author/RM)

ED 200 507

SO 013 278

Saad, Geni, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 13, No. 4, 1979. Period Covered October-December, 1979.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-79-53293/4

Pub Date—79

Note—51p.: Not available from EDRS in paper copy due to poor reproducibility of original document. For a related document, see SO 013 030.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ag, cultural Education, Annotated Bibliographies, *Comparative Education, Educational Administration, Educational Planning, *Educational Practices, Elementary Secondary Education, Females, *Foreign Countries, Higher Education, Islamic Culture, Libraries, Literacy, Objectives, Psychology, Science Education, Teachers, Teaching Methods

Identifiers—*Pakistan

This annotated bibliography cites newspaper articles, monographs, excerpts from speeches, journal articles, and government publications dealing with education in Pakistan. Materials listed were published between October and December 1979. Entries are organized by topics including: administration, organization and financing of education; agricultural education; education goals; education planning; elementary and secondary education; higher education; Islamic education; libraries; literacy; psychology; science education; teachers; teaching methods and media; technical education; women's education; examinations; and a general section. The publication concludes with an index of authors. (Author/RM)

ED 200 508

SO 013 280

Wiprud, Helen R., Comp.

International Education Programs of the U.S. Government: An Inventory.

Federal Interagency Committee on Education, Washington, D.C. International Education Task Force.

Spons Agency—Department of Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—414p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$8.50).

Pub Type—Reference Materials - Directories/Catalogs (132)—Reports - Descriptive (141)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Cultural Exchange, Exchange Programs, Federal Programs, *International Education, International Educational Exchange, *International Programs, International Studies

This publication describes 181 international education programs sponsored by the United States government. A program is considered an international education program in this inventory if it fosters understanding and/or cooperation between the United States and another country or countries through education, which is broadly defined to include training. To gather information, a questionnaire was sent to the director of each federal agency whose general function might conceivably include possible administration of an international education program. Of the 70 agencies contacted, 28 responded. Programs are organized by their administering agency: ACTION; Department of Agriculture; Civil Aeronautics Board; Department of Commerce; Department of Defense; Department of Energy; Export-Import Bank; Federal Communications Commission; Department of Health, Education, and Welfare; Department of the Interior; International Communication Agency; Japan-United States Friendship Commission; Department of Labor; Library of Congress; National Academy of Sciences; National Endowment for the Arts; National Endowment for the Humanities; National Science Foundation; National Transportation Safety Board; Office of Personnel Management; Postal Service; Small Business Administration; Smithsonian Institution; Department of State; Tennessee Valley Authority; Department of Transportation; Department of the Treasury; and the Veterans Administration. For each agency there is a section that gives the purpose and scope of the agency's activities and services and specific programs. The specific program descriptions then follow. Information provided includes the name, address, and telephone number of the unit administering the program; a description of the program activities, primary beneficiaries, and any international travel involved; legislative information—the name of the authorizing act and its Public Law number; funding source and amount; and data concerning the number of projects or participants in a program preferably broken down by country or region. (Author/RM)

ED 200 509

SO 013 281

Ruelius, Andrea

Global Classroom Resource Guide.

Education Collaborative for Greater Boston, Inc., Cambridge, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.

Pub Date—80

Note—132p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Bibliographies, *Community Study, Elementary Secondary Education, Ethnic Groups, Ethnic Studies, *Global Approach, Learning Activities, Models, *Multicultural Education, Organizations (Groups), Program Descriptions, Resource Materials, Social Studies, *Urban Studies

Identifiers—Massachusetts (Boston)

This sourcebook for teachers contains resources and learning activities to help middle and high school age students learn about Boston as an international and multicultural city. The materials can easily be adapted by teachers for use with elementary students. Staff of the Global Classroom Project developed the sourcebooks. For the past two years the project has brought together 40-50 students and their teachers from three to four schools for a week to ten days (cycles) to help them explore their own backgrounds and neighborhoods and learn about the interrelatedness of all Boston's citizens to the rest of the world. The resources listed in the sourcebook have been instrumental in the development and implementation of this model international awareness program. The sourcebook is comprised of three parts. Part I describes activities conducted during Global Classroom cycles. It includes a sample activity guide, glossary, and curriculum materials used by students during the program. For each day or theme there is a description of program activities followed by the contacts used by the Global Classroom staff and student handouts. Students are involved in many activities. For example, they go on a treasure hunt, conduct interviews, read about Boston's Chinese community, take field trips, learn about foreign students enrolled in Boston area colleges and universities, cook ethnic recipes, examine foreign owned companies in Massachusetts and play the cross-cultural simulation game "Baba Bafa." Part II shows how the Global Classroom concept of "Discover the World in Boston" can be applied to many areas of the school curriculum, especially social studies. Specific activities are described. Part III contains lists of organizational resources in the greater Boston area that teachers can write to for information. This publication can be used as a model for developing a sourcebook about other cities. (Author/RM)

ED 200 510

SO 013 282

Oxnam, Robert B., Ed. Bush, Richard C., Ed.

China Briefing, 1980.

China Council of the Asia Society, Washington, D.C.

Report No.—ISBN-0-86531-028-9; ISBN-0-86531-070-X

Pub Date—80

Note—132p.: Photographs may not reproduce clearly from EDRS in paper copy or microfiche. Available from—Westview Press, 5500 Central Avenue, Boulder, CO 80301 (\$6.50).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Art, *Asian Studies, *Chinese Culture, Communism, *Cultural Awareness, Economic Development, Futures (of Society), Literature, Political Influences, Politics, Social Change

Identifiers—*China

Eight essays on Chinese affairs comprise this document. Compiled in response to the China Council's objective of making available to the public materials which meet the steadily rising demand for information about contemporary China, the document focuses on Chinese art, literature, politics, foreign policy, literature, society, and economic development. Each of the articles mixes a succinct review of current affairs with broader analysis of implications for China and China's roles in the world. Authors include officials from the Asia Society and professors of political science, economics, oriental art, and East Asian languages and cultures. Essay titles are "Introduction," by Robert B. Oxnam; "Deng Xiaoping: China's Old Man in a

Hurry," by Richard C. Bush; "Politics in the PRC: Entering the Fourth Decade," by David M. Lampson; "China's Economic Readjustment: Recovery or Paralysis?" by Nicholas R. Lardy; "Painting with a New Brush: Art in Post-Mao China," by Michael Sullivan; "Recent Chinese Literature: A Second Hundred Flowers," by Leo Ou-fan Lee; "Chinese Foreign Policy in 1979," by Robert A. Scalapino; and "Uncertain Future: Politics in Taiwan," by Hung-mao Tien. Basic themes which appear repeatedly throughout these essays include that the remarkable changes in Chinese politics and economics have been paralleled by a dramatic opening in the areas of art and literature, there is a new seriousness about education, religion is enjoying a resurgence in several major cities, the Chinese are working very hard to restore unity after the topsy-turvy years of the Cultural Revolution, and rapid economic development has overshadowed egalitarianism as China's central goal. The document concludes with appendices which present information on biographical sketches of members of the Chinese Communist politburo and on a statistical profile of Chinese economic development. (DB)

ED 200 511 SP 013 283

McDonald, Scott C.

School System Response to Planned Interventions to Reduce Sex Bias.

Pub Date—14 Apr 81

Note—20p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 14, 1981).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators. *Educational Assessment. *Educational Needs. Educational Objectives. *Educational Practices. Educational Research. Elementary Secondary Education. Power Structure. *Sex Bias. Statistical Analysis. Identifiers—Title IX Education Amendments 1972

A study was undertaken to discover the impact of strategies devised by the California Coalition for Sex Equity (CCSE) on reducing sex bias in schools. The strategies (referred to as power-based strategies) were based on identifying key decision makers in school districts and enlisting their support in helping staff identify and reduce gender bias in education and, specifically, in modifying institutional practices to conform to Title IX. The method involved using interviews and a pre- and posttest design to evaluate change among experimental and control groups in response to exposure and/or lack of exposure to the sex equity strategies. The sample consisted of administrators, teachers, students, and school board members in 23 experimental and 13 control school districts in California. Interviews and test scores were statistically analyzed. Findings indicated that school change processes are disorderly; network strategies, such as those which focused on interaction between teachers and administrators, are particularly effective in implementing affective and behavioral objectives; districts reach a threshold beyond which additional pro-equity training and services result in diminishing returns; and the power-based strategies were effective in combatting sex bias in all 23 school districts, although, of course, there were differences in degrees of effectiveness among school districts. The conclusion is that all school districts can benefit from power-based strategies to reduce sex bias and, in particular, those districts will benefit most which designate the superintendent or assistant superintendent to be the CCSE liaison, in which the teaching staff exhibits good overall morale, and in which flexibility is stressed over bureaucracy and red tape. (DB)

ED 200 512 SP 013 289

Heath, Phillip A. Weible, Thomas D.

Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Reference and Resource Series.

National Education Association, Washington, D.C. Committee on Professional Ethics.

Report No.—ISBN-0-8106-1516-9

Pub Date—79

Note—60p.

Available from—National Education Association, Distribution Center, Academic Building, Sawmill Road, Westhaven, CT 06516 (\$4.95, stock no. 1516-9-00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Development, Decision Making Skills, Elementary Education, Intermediate Grades, Middle Schools. *Models, Problem Solving. Relevance (Education). Socialization. *Social Responsibility. *Social Studies. Units of Study

This publication presents a planning model for and provides examples of a unit teaching approach for helping middle school students develop social responsibility. The authors believe that if the middle school is to be effective in providing sound educational experiences designed to contribute to the development of the total individual, instruction must be based upon the needs of the students at this early adolescent stage of development. Unit instruction is a most effective basis for planning and directing learning and for fulfilling the purposes of the middle school. To help teachers develop a unit teaching approach, a three-step planning model is presented. First, the needs and interests of students, strengths of faculty, and interrelationships of topics or issues within all content areas should be explored. Team support by the entire instructional staff is required. Brainstorming discussion sessions among faculty members and between faculty and students should be held. Second, a resource unit, defined simply as a collection of hardware and software on a particular topic or concept, should be constructed. Through this process, all appropriate objectives, materials, avenues of instruction, applications of learning, and sources of information for students and teachers are explored and compiled. An example of a fifth grade "Resource Unit for Community Planning" is provided. The third phase in planning is the development of an instructional unit. A common conceptual theme must be selected that draws support from the knowledge and areas of expertise of each teacher involved and addresses issues relevant to students. Concepts, appropriate materials, and such activities as social action projects are then selected from the resource unit that supports the goals and objectives. An excerpt from a six-week unit on China and Japan is provided as an example. The publication concludes with a discussion to help teachers implement and evaluate a unit of instruction. (Author/RM)

SP

ED 200 513 SP 015 965

Hultsman, John T. Cottrell, Richard L.

Camp Unit Design Guidelines.

Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.

Pub Date—[77]

Note—23p.

Available from—Tennessee Valley Authority, Land Between the Lakes, Golden Pond, KY 42231 (Free).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Camping. Conservation (Environment). Land Use. Natural Resources. *Park Design. Parking Facilities. *Recreational Facilities. *Site Development. Trees

This document provides a set of generalized guidelines for the design of units in large family campgrounds. Managers of recreational lands have two responsibilities and goals: to protect the natural resources, and to provide an enjoyable experience for users. With these goals in mind, unique variables to each unit such as shade, site aesthetics, and understory vegetation must be considered by careful and frequent onsite inspections. The following unit design factors are discussed: (1) site selection; (2) unit size; (3) unit construction; (4) unit furniture placement; (5) type of unit; (6) ramps and risers; (7) shade; (8) screening; (9) water movement; and (10) signs. Three basic unit designs are considered: the back-in, the pull-through, and the pull-off. Line illustrations depict unit base construction, surfacing, and placement of furniture (grill, electrical hookups, and tables). An appendix on tree and shrub response to recreation use ranks 27 hardwoods and conifers. (FG)

ED 200 514

SP 016 238

Osmond, Patrick Kevin

Teacher Assessment of Supervisory Evaluations.

Pub Date—Jan 78

Note—51p.; Master's Thesis, Wayne State College. Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attitude Change, Evaluation Criteria. *Evaluation Methods. Secondary Education. *Secondary School Teachers. *Teacher Attitudes. *Teacher Effectiveness. *Teacher Evaluation. Teacher Participation, Teaching Experience

After a review of literature on teacher attitudes about teacher evaluation, an assessment was made of secondary school teacher attitudes toward their evaluations and the changes they would like to have made in evaluation procedures. Results of a questionnaire, responded to by 40 teachers, revealed: (1) The more years of teaching experience a teacher had, the fewer evaluations made per year; (2) There was a positive relationship between a teacher's perception of the main purpose of evaluations and changes made in teaching techniques after evaluation; (3) Teachers are apt to make changes in their teaching if they accept their evaluations as accurate; (4) A majority of teachers did not regard their evaluations as accurate assessments of their teaching performance; and (5) Teachers would like to have more input in evaluation procedures. A bibliography and the attitude measurement instrument are appended. (JD)

ED 200 515

SP 017 275

Tisher, Richard P.

Teacher Induction: An Aspect of the Education and Professional Development of Teachers.

Pub Date—Jan 79

Note—18p.; Paper presented for the National Invitational Conference "Exploring Issues in Teacher Education: Questions for Future Research" (Austin, TX, January, 1979).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Counselor Role, Foreign Countries. *Helping Relationship. Individual Development. Interpersonal Relationship. *Nondirective Counseling. *Peer Acceptance. Postsecondary Education. *Probationary Period. Professional Development. Socialization. Teacher Attitudes. Teacher Education. *Teacher Orientation. Teacher Role. Values

Identifiers—*Australia

By the time they complete their preservice education, prospective teachers have acquired a "latent culture" of knowledge, skills, attitudes, and values in anticipation of their professional performance. An Australian research team, with this factor in mind, devised a survey questionnaire to examine the process of induction of beginning teachers. The questionnaire included items to identify the assistance and information made available to new teachers during their transition period, the extent to which expectations are met, and their personal reactions. The support and help of experienced teachers on the staff was found to be of crucial importance, but it was also found that beginning teachers should be given the opportunity to share their store of new knowledge and insights gleaned from their preservice education. It is suggested that more school-based induction activities should be provided. Innovation in and evaluation of induction should be accorded a high priority. Those responsible for induction in schools should be exposed to inservice education programs which will develop their skills as counselors and resource personnel. (JD)

ED 200 516

SP 017 366

Gliessman, David H.

Learning How to Teach: Processes, Effects, and Criteria.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—35p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Concept Formation, Feedback, Higher Education, Inservice Teacher Education, *Learning Processes, *Observational Learning, Preservice Teacher Education, Role Models, Skill Development, Teacher Behavior, *Teacher Education, Teacher Effectiveness, *Teaching Methods, *Teaching Skills

Teaching skills can be acquired or modified through various processes, including observation, concept acquisition, practice, and feedback. However, evidence does not indicate that combining these processes into a single training methodology provides any advantage for teacher trainees. Teaching also may be influenced by providing information about teaching skills, inducing cognitive conflict, and arranging for selective reinforcement. Although teaching skills may have been acquired or modified, their use cannot be assumed. The complexity of a skill, its acceptance philosophically, its utility in terms of student learning, and the supervisory support that it receives all influence the extent to which a teaching skill is adopted and used. To extend and refine the knowledge about these processes will require a refining of criteria to include both qualitative standards and more complex definitions of teaching skills. (Author/JD)

ED 200 517 SP 017 369

Miles, William R., Ed.

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—73p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academically Gifted, Cognitive Processes, *Cognitive Style, Counseling Services, Creative Thinking, Curriculum Design, Elementary Secondary Education, Equal Education, Mathematics Anxiety, Social Attitudes, Student Behavior, *Student Characteristics, *Talent Development, *Talent Identification, Teacher Education

The papers presented in this monograph address a number of concerns in developing a pedagogical approach for gifted and talented children. In the first paper, it is noted that routine intelligence tests cannot be relied upon to identify the gifted, and that a more stringent case study approach should be adopted to take into account the particular gifts and talents that students may have. In the second paper, educators are encouraged to recognize the inherently complex problem of developing a curriculum adapted to the unique cognitive styles of gifted children. The third paper explores the problem of math avoidance on the part of gifted girls. Research on a counseling program to meet the particular needs of gifted children is described in the fourth paper. The fifth paper deals with building an agenda for gifted programs that is based on a recognition of the psychosocial needs and cognitive abilities of talented students. (JD)

ED 200 518 SP 017 371

Horowitz, Benj. Yarger, Gwen P.

Teachers' Conceptions of Their Own Success. Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—28p.

Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 (\$3.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Need, Classroom Environment, Humor, Instructional Materials, Psychological Needs, Self Actualization, *Self Evaluation (Individuals), Student Teacher Relationship, *Success, *Teacher Attitudes, Teacher Characteristics, Teacher Education, *Teacher Effectiveness, Teacher Response

This report explores the question of what constitutes success in teaching from the perspective of the

teacher. A survey of elementary and secondary teachers was conducted using both questionnaires and interviews. Responses were classified as cognitive, affective, or other. Responses were judged cognitive when pupil learning was indicated as a sign of successful teaching. An affective rating was used when responses indicated a positive attitude or feeling that occurred within the classroom. The affective category yielded the highest number of responses across all grade levels. Regardless of teaching level, most teachers defined their success in terms of their pupils' behaviors rather than themselves or other criteria. It was clear from the interviews that teachers defined success in the classroom from a unique perspective that research has yet to explore. It is proposed that, by paying more attention to the needs of preservice and inservice teachers for success, teacher education programs might provide models of teacher behavior in the classroom that evoke positive student response. (JD)

ED 200 519 SP 017 372

Felder, B. Dell And Others

Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—38p.

Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 (\$3.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Competency Based Teacher Education, Evaluation Criteria, Evaluation Methods, Evaluation Needs, Graduate Surveys, Higher Education, *Program Development, *Program Effectiveness, *Program Evaluation, Schools of Education, *Teacher Education Programs

Identifiers—University of Houston TX
The experience of the University of Houston in evaluating its teacher education program and in conducting follow-up studies of its graduates is recounted. A description is given of the problems encountered in planning, developing, and implementing a competency based program, and the subsequent evaluation procedures used to validate the program. The gradual evolution of a methodology for conducting follow-up studies is described, and insights gleaned from two successful follow-up studies are discussed. Suggestions are offered for determining the salient points upon which program evaluation should be based. The appendixes include a list of the twelve characteristics of Houston's competency based teacher education program, and the sixteen generic teaching competencies adopted for the program. (JD)

ED 200 520 SP 017 373

Goss, Sandra Schweighart, Ingersoll, Gary M.

Management of Disruptive and Off-Task Behaviors: Selected Resources, Bibliographies.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Indiana Univ., Bloomington, School of Education; National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—63p.

Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 (\$3.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Behavior Modification, *Behavior Problems, Class Organization, *Classroom Techniques, *Discipline, Elementary Secondary Education, Positive Reinforcement, *Student Behavior, Teacher Behavior, *Teacher Effectiveness, Teaching Methods

In this collection of annotated references on the subject of classroom management, preference was given to primary research studies or articles about such research, and, with the exception of a few fundamental articles, is limited to studies published in the last decade. Classroom management is defined as the maintenance of on-task behavior or the discouragement of off-task behavior in the normal

classroom. A brief presentation is given of commonalities that emerged in reviewing these references. The following generalities about effective classroom management appeared: (1) smooth transitions from one activity to another; (2) establishment of routine daily tasks; (3) adherence to fair and reasonable rules; (4) clearly stated behavioral expectations; (5) effective monitoring of student behavior; (6) timely and appropriate reaction to disruptions; (7) routines, rules, and procedures established in the first weeks of school; and (8) authoritative, firm control paired with warmth and genuine concern for the well-being of the students. This bibliography is divided into sections on Conceptual and Organizational Studies, Research Studies, and Summaries of Research. (JD)

ED 200 521 SP 017 374

Rhea, Harold C.

Nutrition Education: Selected Resources, Bibliographies.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—56p.

Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 (\$5.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Athletes, Consumer Education, *Dietetics, Eating Habits, *Health Education, *Instructional Materials, *Nutrition Instruction, Obesity, *Physical Health, *Resource Materials
Intended chiefly for nutrition instructors in elementary, secondary, and college classes, this bibliography can supplement the reading lists of other nutrition fields, such as food science and diet therapy. Separate sections of the document are devoted to books, documents and journal articles culled from the ERIC data base, films, multimedia programs, organizations, and miscellaneous resources. Entries have been selected on the basis of their connection to nutrition education in general, and their appeal, ease of use, and recent publication date. The areas covered within the field of nutrition range from athletes' diets to weight control. Special attention is given to nutrition education programs that cover physical development in all ages, particularly school-age children. (Author/JD)

ED 200 522 SP 017 376

Sparks, Dennis, Hammond, Janice

Managing Teacher Stress and Burnout.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Feb 81

Contract—400-78-0017

Note—49p.

Available from—AAHPERD Publications, P.O. Box 870, Lanham, MD 20801 (No. 245-26878, \$4.00).

Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Anxiety, Conflict Resolution, *Coping, Interpersonal Relationship, Life Style, *Physical Health, *Recreational Activities, *Relaxation Training, Role Conflict, Self Concept, *Stress Variables, Teacher Alienation, Teacher Behavior, *Teacher Morale, Teaching Conditions

Identifiers—*Teacher Burnout

This monograph offers a practical guide for identifying and managing those stressors that are in the specific domain of the individual—exercise, diet, sleep, interpersonal relations, time and conflict management, and relaxation. The first section covers stress theory; methods to identify and clarify stressors; restoration of a balanced perspective through examining job-related successes, satisfactions, and strengths; and consideration of blocks that often prevent people from integrating stress management techniques into their life styles. In the second section, specific techniques for managing stress are presented. The final section reviews the management techniques and suggestions discussed

in previous sections. (JD)

ED 200 523 SP 017 428

Ducharme, Edward R.

Human Services and Teacher Education: A Time for Action.

Pub Date—Dec 79

Note—22p.; Paper presented at the National Conference on Teacher Education and Human Services of the American Association of Colleges for Teacher Education (New York, NY, December 17, 1979).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Change, *Education Work Relationship, *General Education, *Graduate Study, Higher Education, *Humanistic Education, *Human Services, Interpersonal Competence, Occupational Mobility, Social Action, *Teacher Education, Vocational Adjustment

An exploration is made of the issues implicit in human services education and the responsibilities of schools of education for providing expanded opportunities for their students. Graduates of schools of education frequently go on to a wide variety of roles in addition to or instead of classroom teaching. While these graduates continue to seek and find positions within the human service sector, little exists in the way of accepted training for human service positions. The skills, attitudes, and knowledge of professional education are broadly applicable across many fields of human activity, and schools of education must broaden the perspectives of students by offering more diverse and liberal curricula. People who provide education and other human services are expected to have wide humanistic abilities and skills. Schools of education are in a unique position to provide these, particularly in their graduate study programs. (JD)

ED 200 524 SP 017 482

Denton, Jon J. Tooke, D. James

Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners.

Spons Agency—Texas A and M Univ., College Station. Coll. of Education.

Pub Date—Jan 81

Note—11p.; Paper prepared for the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 29-31, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Competency Based Teacher Education, Education Majors, Higher Education, Majors (Students), *Outcomes of Education, Preservice Teacher Education, Secondary School Students, *Student Teachers, *Teacher Effectiveness, *Teacher Evaluation, *Teacher Qualifications

Two questions were addressed in this study: (1) Is learner cognitive attainment stable across different instructional units taught by a student teacher? and (2) Do the pupils of student teachers who are education majors attain more cognitive performance objectives than the pupils of student teachers who are not education majors? Secondary level student teachers and their classes were studied for five semesters. The most significant data were obtained from the validated criterion-referenced tests developed by the student teachers. It was found that an individual objective set by the student teacher was achieved by a mean of 67 percent of the pupils. The percentage of objectives obtained was used as the dependent variable to answer the second question. The findings suggest that the differences in learner cognitive attainment of student teachers is positively influenced by the amount of professional education coursework completed by the teaching candidates. These findings support the use of consequence criteria in evaluating student teachers and the assumption that professional education coursework has a positive influence. (FG)

ED 200 525 SP 017 483

Denton, Jon J. And Others

Relations Between Early Field Experiences and Performance in Subsequent Coursework.

Pub Date—[81]

Note—18p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Attitude Change, *Education Majors, Experiential Learning, *Field Experience Programs, Higher Education, *Methods Courses, Observation, Preservice Teacher Education, Secondary School Teachers, *Student Attitudes, Teacher Attitudes

This inquiry was conducted to determine whether an early field experience influences the academic achievement of teaching candidates in subsequent teaching methods coursework. The subjects were secondary education students who had successfully completed a field experience program preceding their enrollment in the methods course. The course was designed to acquaint preservice students with the fundamentals of interacting with students, managing classroom activities, and organizing for instruction. It was determined that those who participated in an early field experience had an opportunity to examine the dynamics of a classroom from the perspective of the teacher. This shift in point-of-view apparently does not have immediate effects on cognitive achievement, but does serve to alert the teacher candidates to the value and importance of techniques and processes presented in subsequent methods coursework. (JD)

ED 200 526 SP 017 499

Stake, Bernadine Evans Stake, Robert Earl

Non-Sexist Teacher Education Project Field Trial.

Evaluation Report.

Pub Date—Apr 80

Note—85p.; Colored pages may not reproduce clearly.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Attitude Change, Feminism, Higher Education, Instructional Materials, *Learning Modules, *Program Evaluation, Sensitivity Training, *Sex Bias, *Sex Fairness, Sex Stereotypes, Social Change, *Student Attitudes, Teacher Attitudes, Teacher Education, Teaching Styles

Five teacher training modules on the topic of sex equity in the classroom were evaluated during and following a field trial at ten universities. Evaluation consisted of observation of classrooms, interviews with instructors and students, and pretest posttest attitude scaling of the students. The inquiry was intended to reveal the perceived importance of the sex equity issues, the instructional activities of each classroom, the impact of the instruction, and the quality of the materials as perceived by teachers and students. Participants agreed that the issues were an important consideration in teacher education, and that more options should be open for children of both sexes. The attitude scale results showed small but consistent increases in these same directions from pretest to posttest. Discussions with participants are summarized, and copies of the evaluation instruments are included in this report. (JD)

ED 200 527 SP 017 503

Page, Jane A. And Others

An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor.

Pub Date—Nov 80

Note—12p.; Paper presented to the Mid-South Educational Research Association (New Orleans, LA, November 12-14, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperating Teachers, Elementary Education, Elementary School Teachers, Higher Education, Interaction, *Laboratory Schools, Preservice Teacher Education, *Role Perception, *Student Teachers, *Student Teacher Supervisors

The purpose of this study was to analyze the role of the college supervisor, supervising teacher, and laboratory school participant as perceived by those occupying the three interacting positions. Participants in the study responded to role perception instruments, and an analysis of variance was computed to determine whether significant differences existed. Laboratory school participants were categorized on the basis of time of participation, major field of study, and grade level of participation. Significant differences were found in the perceptions of the three groups on the role of the college supervisor and on the role of the supervising teacher. No significant differences were found between the three groups on their perception of the role of the laboratory participants. It is concluded that the three positions should function within ex-

pectancies that are carefully structured. Recommendations are made for implementing organized procedures for communication of specific role expectations. (JD)

ED 200 528 SP 017 511

Lombardo, Bennett J.

The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers.

Pub Date—Feb 80

Note—16p.; Paper presented at the Eastern District Association Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Lancaster, PA, February 29, 1980).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Behavior Modification, Classroom Environment, Elementary Education, Elementary School Teachers, Feedback, *Interaction Process Analysis, Learning Processes, *Physical Education, Positive Reinforcement, Student Behavior, Student Teacher Relationship, *Teacher Behavior, Teacher Effectiveness, *Teacher Evaluation, *Teacher Supervision

A study was made to determine the effects of long-term, daily supervision which employed interaction analysis procedures on the teaching behavior and interactions of four elementary school physical education teachers. Repeated, daily, multiple observations were recorded for each subject's teaching behavior and interaction patterns in the movement class. Based on the results of this study, it was concluded that: (1) The use of interaction analysis data, employed on a daily, long-term basis, seemed to influence teaching behavior and the resulting interaction in the gymnasium; and (2) The use of interaction analysis data as a feedback mechanism provides teachers with specific information related to the teaching-learning process, which can be used to stimulate change, growth, and the improvement of pedagogical practice. Other studies using similar techniques and categories used in the analyses are presented in tabular form. (JD)

ED 200 529 SP 017 520

Crisci, Pat Eva Lulow, Roger J.

Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.

Pub Date—81

Note—16p.

Pub Type—Reports—Research (143)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, Curriculum Development, *Educational Improvement, *Educational Objectives, Educational Responsibility, Elementary Secondary Education, *Futures (of Society), *General Education, *Public Education, Public Opinion, School Community Relationship, *State Standards, State Surveys, Teacher Education

Identifiers—*Ohio

The adoption of a new philosophy and new learner goals by the Ohio State Board of Education spawned a variety of Department of Education efforts. The new educational objectives concern five major categories: basic education; cultural education; citizenship education; career education; and health/personal education. To effectively carry out these goals, it was decided that a statewide survey of citizens, educators, and students was necessary to determine their perceptions of Ohio schools and of the goals adopted by the State Board of Education. Ohio citizens rated: schools; general education priorities; the most important academic, practical, and affective skills; and school and family responsibility for student development. Survey results have been used in the revision of minimum standards in the schools. Major priorities include: (1) improving pupil achievement and attendance; (2) reducing discipline problems; (3) providing adequate funding for schools; (4) adjusting to declining enrollment; (5) implementing desegregation; (6) strengthening teacher education and staff development; and (7) enhancing school community relations. It is hoped that the combination of a revised philosophy and the adoption of statewide learner goals, new minimum standards, and new priorities will help Ohio schools, universities, and the public to direct their commitment, energy, and time to improving education.

tion for Ohio youngsters. Implications for teacher education programs are included. (CJ)

ED 200 530 SP 017 532

Dahlberg, E. John, Jr., Ed. *And Others*

Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980).

Boise State Univ., Idaho.

Pub Date—Oct 80

Note—200p.

Available from—E. John Dahlberg, Jr., Boise State University, School of Education, 1910 University Dr., Boise, ID 83725 (\$5.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Citizenship, College Faculty. *Educational Philosophy. *Educational Quality. *Futures (of Society). *General Education, Higher Education. *Humanistic Education, Learning Processes, Liberal Arts, Nature Nurture Controversy, Student Attitudes, Student Needs, Teacher Education, Teacher Responsibility. *Values Clarification

Papers presented at this symposium were on the following topics: (1) the role of education in clarifying the relation of the individual to the state and the basic meaning of citizenship; (2) the mythologies of college teaching; (3) the movement of education from elitism to educational populism; (4) how empathy, morality, and altruism affect college teaching; (5) the crisis in higher education; (6) the Marxist view of human nature and its implications for education; (7) developing educational quality in a university; (8) the nature of man, his social responsibility, and relation to God; (9) employing the role of the public school superintendency in the prediction of educational trends; (10) education and economics in the 1980's; (11) education for the elderly; (12) children's rights, values, and moral development; and (13) humanism in the classroom. (JD)

ED 200 531 SP 017 534

Neal, Robert B.

The Effect of Group Counseling and Physical Fitness Programs on Self-Esteem and Cardiovascular Fitness.

Pub Date—[75]

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletics, Behavior Theories. *Cardiovascular System. *Counseling Effectiveness, Grade 9. *Group Counseling, Junior High Schools, Males, Mental Health, Physical Education. *Physical Fitness, Self Actualization. *Self Esteem

A study was made to determine the relationship between cardiovascular fitness and self-esteem. Ninth grade boys were divided into four groups: (1) the cardiovascular fitness group; (2) the counseling group; (3) the cardiovascular fitness and counseling group; and (4) the control group. All were administered a pretest and posttest measuring self-esteem and fitness. The group which performed at the highest level on the posttest for physical fitness was that group which participated in the combined program of group counseling and physical education. Both the fitness group and the counseling and fitness group performed at a level greater than the control group. No significant differences in self-esteem were found between the groups. An analysis of these findings is presented in this report and the implications for physical and health educators are discussed. (JD)

ED 200 532 SP 017 536

Buffie, Edward G.

1980 Graduates of the Block Project. A Follow-Up Study.

Pub Date—Feb 81

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Education Work Relationship, Elementary School Teachers, Field Experience Programs, Flexible Scheduling. *Followup Studies, Higher Education, Labor Market. *Preservice Teacher Education. *Program Evaluation. *Teacher Employment, Team Teaching

Identifiers—*Block Program

Students at Indiana University preparing to become elementary teachers were offered the option of participating in a Block Program as an alternative to the customary Early Childhood Program.

Block is a professional semester for students at the end of their junior or beginning of their senior year. The characteristics of this program are: (1) team approach to instruction; (2) flexibility; (3) carefully articulated work with respect to preparation in language arts, mathematics, reading, science, and social studies; (4) carefully articulated collegiate and field experiences in the schools; and (5) extensive evaluation of each phase of the program including followup studies. This followup study of 1980 graduates sought information on their employment status. Results of the questionnaire sent to graduates revealed that ninety percent of those seeking jobs found full-time teaching positions or related positions. (JD)

ED 200 533 SP 017 572

Peters, Richard O.

Application of the Cellular Learning Theory Model to the Professional Education of Preservice Teacher Trainees and the Inservice Training of Classroom Teachers and Supervisors.

Pub Date—Mar 81

Note—24p.; For related documents, see ED 113 324 and ED 190 534.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Strategies, Higher Education, Individual Instruction, Inservice Teacher Education. *Instructional Materials, Interaction. *Learning Processes. *Learning Theories, Preservice Teacher Education. *Teaching Methods, Teaching Skills

Identifiers—*Cellular Learning Theory

The Cellular Learning Theory Model is based on the premise that all formalized instruction and pedagogical strategies can be reduced to a common denominator: personal interactions with people, places, and things. The learning/teaching process consists of two unique, but interrelated variables: primary and secondary cells. Primary Learning Cells are those organizational structures/patterns directly related to instruction and learning, e.g., self contained classrooms, team teaching, and individualized instruction. Secondary Learning Cells include Instructional Media Cells that have a specific effect upon learning and skills, and Organizational Cells, which are strategies and designs used to affect learning and to maximize human interactions. A description is offered of how this model enables the teacher to dissect the complicated and multifaceted instructional process and to analyze the components which make up a particular lesson or learning activity. (JD)

ED 200 534 SP 017 609

Hinely, Reg. Ponder, Gerald

A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms.

Pub Date—Feb 81

Note—19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Dallas, TX, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment. *Classroom Techniques. *Discipline Policy, Grade 10, High Schools, Interaction, Secondary School Teachers, Student Behavior, Student Teacher Relationship, Teacher Behavior. *Teacher Effectiveness, Teacher Response. *Teaching Styles

The purpose of this study was to determine the ways in which three tenth grade English teachers in a suburban school district established procedural and academic routines. Two classes of each teacher were videotaped for the first ten days of the school year. The teachers were selected because they taught students of comparable ability, and because they were confident enough of their own abilities that they would not be threatened by extensive observation. Thirteen categories of behavior were derived and used to compare the teachers, particularly in the following areas: (1) teachers' procedural statements; (2) teachers' statements concerning student behavior; (3) desists; and (4) student questions concerning procedure. Significant variance was found between the teachers, which could be explained by the differences in the kinds of learning activities used (lecture, seat-work, use of an overhead projector, and groupwork). However, analyses of the videotapes suggest that a major factor in the variance was the student expectation of the consequences of behavior that deviated from the prescribed routine. This was clearly seen in the way

each teacher dealt with unauthorized talking. The conclusion is that teacher behavior during the first few class days has profound effect during later sessions. (FG)

ED 200 535 SP 017 610

Rokosz, Francis M.

A History of College Football.

Pub Date—10 Mar 81

Note—25p.

Pub Type—Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletic Fields, Change Agents. *College Students. *Football, Higher Education. *History, Injuries. *Institutional Characteristics, Intramural Athletics, Recreational Activities, Recreational Facilities, School Policy

The history of football is traced as it evolved from the English game of rugby. The game as it is known today was conceived only after a long series of changes. Three prominent reasons for the change were: to make football more interesting to the spectator; to balance the competition between offense and defense; and to modify the dangerous elements of the sport. The growing popularity of the game on college campuses is described, and its eventual commercialization is discussed. The compromises football imposes on educational values are considered. (JD)

ED 200 536 SP 017 627

Hitt, Valeria

Creating a Mini Book Review Journal.

Spons Agency—Atlanta Area Center for Teachers, GA.

Pub Date—81

Note—17p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies. *Book Reviews, Critical Reading, Descriptive Writing, Elementary Secondary Education. *Expository Writing. *Literary Criticism, Literature Appreciation. *Reading Comprehension. *Student Developed Materials. *Writing Skills

The production of a book review journal by students is suggested as a way of encouraging reading and of developing clear, expository writing. Guidelines are provided for the sequential development of such a journal. Criteria are offered for evaluating fiction and nonfiction books, with examples of annotations featuring style, period or setting of a novel, theme, plot, characterization, structure, spirit of the book, and illustrations. Brief discussions and examples are offered on the writing of annotations, abstracts, and literary notes. Suggestions are made for the layout and production of a book review journal as a class project. (JD)

ED 200 537 SP 017 642

Sandefur, Walter S. Nicklas, Willis L.

Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation.

Pub Date—Feb 81

Note—12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Competency Based Teacher Education. *Educational Trends, Higher Education. *Institutional Characteristics, Preservice Teacher Education, Professional Associations, Program Implementation. *Schools of Education

Identifiers—*American Association of Colleges for Teacher Educ

A followup study was done in 1980 to determine if trends were evident in the involvement of American Association of Colleges for Teacher Education (AACTE) institutions in competency based teacher education programs (CBTE). The results were compared with those obtained in 1973, 1975, and 1977, revealing some leveling of trends. It was found that fewer institutions were involved in planning or exploring CBTE in 1980, yet more institutions were operating full-scale CBTE programs in 1980 (thirteen percent) than in 1977 (nine percent), or in 1975 (eight percent). A list summarizing the major findings is presented along with tables showing the following data: involvement of AACTE institutions in CBTE programs from 1975 to 1980; important changes in CBTE program plans, 1975-1980; amount of CBTE institution involvement by state; and state comparisons of the greatest and least insti-

tutional involvement in CBTE, 1975-1980. (FG)

ED 200 538 SP 017 659

Adamson, Harley K. Burke, Caseel D.

A Look at the Weber State College CBTE Program After Ten Years.

Pub Date—Feb 81

Note—18p. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 17-20, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Classroom Techniques, *Competency Based Teacher Education, *Graduate Surveys, Higher Education, Interpersonal Relationship, Longitudinal Studies, Program Development, *Program Effectiveness, *Program Evaluation, *Teacher Effectiveness, *Teacher Evaluation, Teaching Skills

Identifiers—*Weber State College UT

Results of a longitudinal study of graduates of a competency based teacher education program at Weber State College are presented. Selected for study were those who were in their first, third, fifth, or seventh year of teaching. Respondents were principals who assessed the work of the teachers, and teachers who evaluated their preparation program. Teachers were rated on instructional skills, classroom management, professional relations, and interpersonal relations. The teachers responded to queries about their perceived abilities in these competencies and replied to a brief opinionnaire on their college training. The principals were generally satisfied with teacher performance, rating them highest in interpersonal skills and lowest in professional relations. The former students indicated that they needed a higher level of skill in classroom management and that they were dissatisfied with field experiences. Results of both surveys are presented in tabular form, and a discussion is given of the implications for changes in the college's current teacher education program. (JD)

ED 200 539 SP 017 661

Lundstrom, Karen V.

Measuring Attitude Change Toward Special Needs Learners. Final Report.

North Dakota State Univ., Fargo. Coll. of Home Economics.

Pub Date—Aug 79

Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attitude Change, Expectation, Hearing Impairments, Higher Education, *Home Economics Teachers, *Mainstreaming, Mental Retardation, Physical Disabilities, Preservice Teacher Education, Reservation American Indians, *Self Concept, *Teacher Attitudes, Visual Impairments

Identifiers—*Special Needs Students

Students majoring in home economics education were studied to see if any change in attitude occurred following a course on teaching learners with special needs. The categories of special needs learners were: physically handicapped, emotionally disturbed, hearing and visually impaired, urban, rural, and Indian disadvantaged, and the educable mentally retarded. The study revealed: (1) Subjects perceived themselves to be more competent in teaching special needs learners at the completion of the course; (2) A relationship was found between cognitive knowledge, the development of appropriate teaching skills, and more positive attitudes toward special needs learners; (3) There was an increased desire to teach physically handicapped learners, but a decreased desire to teach in a school near an Indian reservation; (4) There was a relationship between desire to teach and attitudes for some categories of special needs learners; (5) Subjects' scores on the scales of tolerance did not increase significantly; and (6) Positive attitudes toward special needs learners increased significantly in some cases. Implications for inservice and preservice teacher education are reported. (Author/JD)

ED 200 540 SP 017 662

Stanford, Ronnie L. Crew, Adolph B.

An Exemplary Introductory Course For Secondary Education Majors.

Pub Date—Feb 81

Note—33p. Paper presented at the National Conference of the Association of Teacher Educators (Dallas, TX, February 15-18, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiovisual Aids, Classroom Techniques, Course Content, *Education Majors, *Field Experience Programs, Higher Education, *Interaction Process Analysis, *Microteaching, *Secondary School Teachers, Teacher Aides, Teacher Behavior, *Teacher Education Curriculum, Teaching Skills, Workshops

A description is given of a course for secondary education majors that is required in the sophomore year. The course combines techniques from microteaching and interaction analysis. A period of clinical experience is included, offering an opportunity for students to observe secondary teachers while acting as teacher aides. They thus became acquainted with the actual duties of the teachers as well as their classroom techniques and behaviors. The intensive study of teaching skills coupled with extensive clinical experiences produces a mutual reinforcing effect. The students relate both positive and negative secondary school teacher behaviors observed during their clinical experiences to the microteaching skills and interaction analysis study. It is felt that requiring this course in the sophomore year prepares them for a more rewarding student teaching period. (JD)

ED 200 541 SP 017 684

Wisniewski, Richard

Oklahoma's Quest for Quality.

Pub Date—15 Feb 81

Note—7p. Paper presented at the Association for Teacher Education Conference (Dallas, TX, February 15, 1981).

Pub Type—Speeches/Meeting Papers (150) — Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Beginning Teachers, *Competency Based Teacher Education, *Educational Improvement, *Educational Legislation, Faculty Development, Field Experience Programs, Internship Programs, Peer Evaluation, Schools of Education, *State Legislation, *Teacher Education, Teacher Evaluation

Identifiers—*Oklahoma

The passage of Bill 1706 by the Oklahoma State Legislature is a major step toward building professional schools of education and a true profession. Through the specifications of this law, the total process is to be strengthened, since changes in teacher education are severely limited if done in a piecemeal fashion. There are five major points which address competency issues: (1) Admissions criteria for colleges of education will be strengthened by requiring a higher grade point average and by assessing competence in oral and written communication skills. (2) The quantity of clinical field experience will be increased and placed in settings which demonstrate first-rate educational practices. (3) The academic competence of teachers in their subject fields will be tested beginning in 1982 by required curriculum examinations. (4) A one-year internship or entry year is mandated, making teacher preparation a five-year process. At the end of the entry year, each beginning teacher is assessed by a three person committee, composed of a teacher, an administrator, and a teacher educator. (5) Continuing education activities will be planned by all boards of education, and participants rewarded in school system salary schedules. Colleges of education also come under this provision, in increased attention to faculty development. (FG)

ED 200 542 SP 017 686

Goshen College. Study-Service Trimester Program. A Concise Summary.

Goshen Coll., Ind.

Pub Date—Aug 80

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Credits, *Cross Cultural Studies, Developing Nations, *Experiential Learning, Field Experience Programs, Foreign Countries, General Education, Graduation Re-

quirements, Higher Education, *International Programs, *International Studies, *Trimester System

Identifiers—*Goshen College IN

A Study-Service Trimester program combining study with field service and integrated into a normal term of four-year liberal arts education is described. The program is intended to offer students an opportunity to examine and experience the culture of another country and the chance to serve in a practical way, e.g. as teaching assistants, health service aids, playground supervisors, construction helpers and in other services that work closely with local persons. Developing countries in Central America and the Caribbean are selected as field study sites. This booklet contains information on the funding and administration of the program and the selection and responsibilities of participants, as well as a discussion of the educational philosophy underlying the program. A typical program of studies, field trips, and field placement assignments is outlined in the appendix. (JD)

ED 200 543 SP 017 727

Skillet, Jack D. And Others

Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey.

Emporia State Univ., Kans.

Pub Date—Jan 81

Note—54p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Elementary Secondary Education, *Employment Patterns, *Labor Market, Special Education Teachers, *Teacher Employment, *Teacher Placement, *Teacher Supply and Demand, Teaching (Occupation)

Identifiers—*Kansas

Results of a survey of teacher employment opportunities in Kansas are reported. Data on positions in elementary and secondary schools, administration, and special education were tabulated. The following questions were addressed: (1) Is there an adequate supply of teachers in Kansas? (2) What teaching areas will provide graduates the best employment opportunities? (3) What teaching areas will provide the fewest employment opportunities? (4) To what extent is there a surplus and/or shortage of teachers in various geographical regions of Kansas? and (5) Do employment opportunities vary due to the size of school districts in Kansas? Slight shortages in the supply of elementary and secondary candidates, and no shortage in administrative areas were found, whereas a substantial shortage of special education teachers was reported. (JD)

ED 200 544 SP 017 733

Gasholt, Marie

Self-Formulating Study-Groups: An Innovative Approach to Staff Development in Denmark.

Pub Date—80

Note—21p.

Available from—Program Development Assistance System, University of Washington, University District Building #330, 1107 NE 45, Seattle, WA 98105 (\$1.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Consultants, Foreign Countries, Goal Orientation, Group Discussion, Group Dynamics, Group Experience, Inservice Teacher Education, *Leadership Responsibility, Postsecondary Education, *Problem Solving, Self Determination, *Self Directed Groups, Self Evaluation (Groups), *Staff Development, Teacher Participation

Identifiers—*Denmark

Self-formulating study-groups, comprised of teachers voluntarily meeting with consultant leaders, are used in Denmark as an effective tool for identifying and discussing relevant problems and developing action programs. The general educational approach employed in self-formulating study-groups includes a problem orientation related to the practical concerns of daily teaching activities, which combines the concerns of educational philosophy and methods, psychology, and general knowledge about the problem area. This approach attempts to move from theory to practice or from practice to theory. Consultants have the responsibility of developing a theoretical rationale for the group which will enable them to identify the goals of their activity. The results of an evaluation of this approach to staff development in Denmark are analyzed. Particular emphasis is placed on the critical role of the

consultant, and the general characteristics of successful consultants are listed. Advice is offered for teachers wishing to form such a group. (JD)

ED 200 545 SP 017 797

Haupt, Mildred

Support for Student Teacher Stress.

Pub Date—May 80

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperating Teachers, Faculty Advisers, *Field Experience Programs, *Helping Relationship, Higher Education, Peer Groups, *Practicums, Preservice Teacher Education, *Stress Variables, *Student Teachers, Teacher Attitudes

This paper compares the stress of inservice teachers and preservice student teachers. The situation of student teachers is compared to that of cultural anthropologists in the field. This paradigm aids student teachers to objectively and to cope with the stresses and strains of their own fieldwork. The student teaching practicum is viewed as a type of support group wherein fledglings seek help and profit from their peers. Trained by the model, beginning teachers are more apt to identify and reach out for similar on-the-job support. A cycle of reflective discussion and field activities engenders renewed courage, hope, and determination. (Author/JD)

ED 200 546 SP 017 802

Katz, Sheldon F.

Curriculum Innovation: Teacher Commitment, Training, and Support.

Pub Date—Apr 81

Note—26p.; Paper presented at the Annual Conference of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Reports - Research (143) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adoption (Ideas), *Curriculum Development, Educational Innovation, Inservice Teacher Education, Secondary School Teachers, Teacher Administrator Relationship, *Teacher Attitudes, Teacher Characteristics, *Teacher Motivation, *Teacher Participation, Teaching Experience

Ethnographic observations of secondary school teachers were conducted during the implementation of new curricula. Interviews identified relationships concerning: (1) teachers' experiences and convictions concerning support before and during the innovation period; (2) teachers' training and/or retraining experiences relating to the curriculum change; (3) teachers' personal and professional values and their expectations relating to the new curriculum; and (4) teachers' commitment during the change or innovation process. The teachers' personal and professional values and expectations were shown to have the greatest effect on teacher commitment to change. Even when training and support were lacking, if the personal and professional disposition were high, the result would still be a high degree of commitment for the new curriculum. The teachers in the study felt that personal and professional experiences provided a major source of training. The department chairpersons and the immediate peer group were perceived as support groups in pursuing new endeavors. It is recommended that, when curricular changes are being implemented, the active participation of teachers be solicited, that teachers be given released time to attend training sessions, and that a support system operate within the school during the implementation phase. (FG)

ED 200 547 SP 017 807

Hodges, Carol A.

The Transition from Student of Reading Methods to Teacher of Reading.

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Basic Skills, Classroom Techniques, Cooperating Teachers, Elementary School Teachers, Higher Education, Lesson Plans, *Methods Courses, Preservice Teacher Education, *Reading Instruction, *Student Teachers, Teacher Attitudes, Teacher Influence, *Teaching Experience

Teacher educators are concerned about the limited impact that methods courses have on instructional practices and the considerable impact that cooperating teachers have. The experiences of student teachers who taught in elementary reading

practica without the presence of cooperating teachers were analyzed. Five student teachers were observed by and held conferences with a university supervisor and the school principal during a twelve week period in which they participated in all of the activities of a typical elementary teacher. It was concluded that even preservice teachers who do not have a cooperating teacher change their views of appropriate reading instruction so that they often become dissonant with the views they held immediately after finishing a reading methods course. Possibilities for improving the effectiveness of reading methods courses are discussed. (Author/JD)

ED 200 548 SP 017 809

Pell, Sarah W. J.

School Law: A Generic Competency For Teachers.

Pub Date—81

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, *Court Litigation, Discipline, *Educational Malpractice, Legal Education, *Legal Responsibility, Parent School Relationship, Postsecondary Education, *School Law, *Teacher Education, *Teacher Responsibility

Legal action against schools and school personnel on behalf of students has increased well over two hundred percent in the past five years. Court litigation concerning educational malpractice has become a reality. Legislative action in many states has negated protection from litigation for the individual teacher or administrator. In light of this current trend, it is imperative that teacher education include basic tenets of the legal responsibilities for the profession in its preservice training and, in addition, provide inservice training for teachers in the field. The issues that should be included in an education course on school law are outlined, and some typical examples of educational malpractice litigation are cited. (JD)

ED 200 549 SP 017 811

Yonker, Tom

"But Teach, You Ain't Listenin'" or How to Cope with Violence in a Public School Classroom.

Pub Date—81

Note—189p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavior Modification, Christianity, *Classroom Techniques, *Educational Philosophy, Human Dignity, Mental Health, *Moral Values, *Psychological Needs, Self Concept, *Student Teacher Relationship, Teacher Attitudes, Teacher Education, Values Clarification, *Violence

Suggestions put forth in this paper on coping with violence in the classroom are based on the ethical teaching found in the Sermon on the Mount, personal experiences, and from various teachers, philosophers, and advocates of nonviolent behavior. Chapter headings for the major sections include: (1) Our culture reflects what it values—violence is a learned behavior; (2) Love: It can outlast anything, even violence; (3) Mental health: Its role in nonviolent behavior in schools; and (4) Teachers tend to teach as they have been taught, or the philosophical basis of violence. Vignettes of situations in which violent behavior is met with the philosophical concept of love rather than authoritarian power are offered. It is concluded that the highly competitive nature of our society is one of the major factors that has contributed to violence in the public schools. The point is also made that the poor mental health of some teachers is a significant factor that has contributed to violence in the classroom. Specific recommendations are made for changing the attitudes and self concepts of administrators and teachers, and suggestions are made for helping to reduce student frustration and thus reduce incidents of violence within the classroom. (JD)

ED 200 550 SP 017 820

Dobson, Russell And Others

Staff Development: A Humanized Approach.

Pub Date—[78]

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Faculty Development, *Individual Differences, Individual Psychology, *Teacher Attitudes, Teacher Characteristics, Teacher Morale, *Teacher Response, Teacher Welfare, *Teaching

Methods, *Values Clarification

In the school, concern about individual differences is still reserved almost exclusively for students, while professional personnel are being limited by assigned role functions, role expectations, performance, and criteria. One reason for this situation is that a power elite model of decision making is prevalent in today's schools. Another reason is that teachers' educational experiences were and are structured around a deficit or scientific model instead of a developmental model. The Perceptual Baseline System measures the degree of congruence between perceived philosophic beliefs and perceived day-to-day practices. It is not designed to foster change, but to encourage self awareness, self acceptance, and harmony between beliefs and practices. Two questionnaires, the Educational Beliefs System Inventory and the Educational Practice Belief Inventory, test individuals' values from three educational perspectives: (1) behavioristic beliefs; (2) cognitive psychology and experimentalist philosophy; and (3) humanistic psychology and existential philosophy. Such questions as "What do you believe about human nature?", "What do you believe about social learning?" and "What do you believe about curriculum?" appear in the tests. The results provide each individual with a profile that can be matched against a school or school district average. (FG)

ED 200 551 SP 017 821

Branch, Jan And Others

The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation.

Pub Date—Feb 81

Note—18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, *Cooperative Planning, Course Content, *Curriculum Design, Field Experience Programs, Higher Education, *Interdisciplinary Approach, *Management Teams, *Preservice Teacher Education, *Program Development, Schools of Education, Student Participation, Teamwork

The coordination of education faculty in interdisciplinary and interdepartmental teams to supervise teacher education programs unifies the knowledge base in professional teacher preparation. At Miami University, twelve teams are responsible for the professional education instructional component of teacher education programs. Through the team concept, field-based components are interrelated, teacher education becomes interdisciplinary, students participate in planning their own programs, and teacher educators become more knowledgeable about their own specialty area in relation to all other specialty areas in professional preparation. The team concept is described in this paper, and an overview of the structure is given. Descriptions are provided of how the teams work from the perspectives of psychological, social, and philosophical foundations of education disciplines. The program and sequences of courses supervised by an interdisciplinary team are outlined for several typical education majors. (JD)

ED 200 552 SP 017 824

Pigg, R. Morgan, Jr., Ed.

Selected Sources of Instructional Materials. A

National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education.

Eta Sigma Gamma, Muncie, Ind.

Pub Date—80

Note—65p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audiovisual Aids, Business, Government Publications, *Health Education, Health Materials, *Information Sources, *Instructional Materials, Nonprofit Organizations, *Patient Education, *Safety Education

This directory lists addresses of sources of free and inexpensive instructional materials in health, patient, and safety education. The materials available include pamphlets, books, charts, posters, slides, films, filmstrips, records, photographs, transparencies, spirit masters, and related materials. The sources are organized into five general categories:

(1) voluntary and professional sources; (2) commercial and sponsored sources; (3) patient education sources; (4) federal government sources; and (5) audiovisual sources. Also included are guidelines for starting a collection, and suggestions for requesting materials from the sources. (CJ)

ED 200 553

SP 017 827

Pankratz, Roger

Synthesis and Interpretation of Knowledge: New Roles for University Faculty in School Improvement Programs.

Pub Date—Feb 81

Note—16p.: Paper presented at the Annual Convention of the Association of Teacher Educators (61st, Dallas, TX, February 13-18, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Faculty, College Role, College School Cooperation, *Educational Resources, Educational Technology, Faculty Development, Faculty Workload, Higher Education, Information Dissemination, Information Sources, *Information Utilization, *Instructional Improvement, *Linking Agents, School Districts

Now that demands on schools are greater than at any other time in history, a need exists for synthesis and interpretation of the vast amount of research and information to assist schools in solving educational problems. Despite the availability of storage and retrieval systems and new technologies, most local schools are not using this information because it is not in a form that is useful. New roles are proposed for university faculty—to serve as linking agents between information systems and local schools in the university's service area. An interactive model is suggested that involves a combination of generalist facilitators and specialists/synthesizers/interpreters who work directly with schools on improving programs and practices. This arrangement benefits the participating university in staff development and research capabilities. It is not without potential problems, however: funding; locating faculty with the requisite areas of expertise; and training the faculty linking agents in applied social and behavioral sciences. (Author/FG)

ED 200 554

SP 017 829

Wiggins, Sam P.

"The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View.

Pub Date—Feb 81

Note—6p.: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Evaluative (142) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Career Ladders, *College Faculty, Conflict Resolution, *Cooperative Planning, *Helping Relationship, Higher Education, Individual Development, Policy Formation, *Staff Development, Staff Role, *Teacher Administrator Relationship, Teacher Educators, Teacher Responsibility, *Tenure

The adversary relationship between teacher education faculty and administration is examined from the perspective of interdependence, and suggestions are made to promote open cooperation between the two groups. First, the mission of the teacher education branch of the institution needs to be developed, and made explicit, with regard to priorities that can readily be translated into budget considerations and into criteria for faculty advancement. Secondly, the institution must find ways to help each faculty member succeed in individual goal attainment. The role of the tenured professor is seen as that of the nurturing and encouraging colleague whose main purpose is to help others grow and advance in their professional lives. (JD)

ED 200 555

SP 017 831

Sauter, Floyd, Bartos, Robert

Practicum Experience: Its Impact on Schools.

Pub Date—Feb 81

Note—28p.: Paper presented to the Association of Teacher Educators Convention (Dallas, TX, February 16, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Cooperating Teachers, *Field Experience Programs, Higher Education, Individual Instruction, *Practicums, Preservice Teacher Education, Small Group Instruction, *Student Motivation, *Student Teacher Relationship, *Student Teachers, *Teacher Influence

The impact that early practicum students working in elementary schools had on the instructional process, the supervising teacher, and the school as a whole was examined. A questionnaire for the student teachers was administered as soon as they completed their practicum assignment. Cooperating teachers completed their questionnaires when all students for the year had finished their practicums. It was found that: (1) Individual pupils received more help when the practicum student was present; (2) More small group work was possible; (3) The student teacher increased the motivation of the pupils; (4) Some instructional activities changed when the student teacher was present; (5) Cooperating teachers did not participate in more activities outside the classroom when practicum students were present; and (6) The presence of the practicum students, and the need to confer with them, did not reduce the amount of time given to the instructional process. Copies of the questionnaires are appended to this report. (JD)

ED 200 556

SP 017 837

Dunlap, William P., Feldman, Phillip

Team Approach to Field Based Preservice Teacher Education.

Pub Date—Feb 81

Note—29p.: Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 13-18, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Cooperating Teachers, *Education Majors, *Faculty Advisers, *Field Experience Programs, Higher Education, Mainstreaming, Preservice Teacher Education, Schools of Education, *Sequential Learning, *Student Teachers, Student Teacher Supervisors, Teacher Education Curriculum

The preservice program at University of Southern Alabama's College of Education is specifically designed to include early field experiences that: (1) incorporate university faculty and cooperating teacher supervision; (2) provide opportunities for observing and teaching mildly handicapped mainstreamed children in local school districts; (3) assess preservice teachers based on their teaching competencies at each phase; and (4) can be implemented without major additional financial, personnel, or material costs. Field experience is concurrent with theory and methods courses and is divided into four sequences, each lasting one semester. The introductory sequence provides students with a realistic basis for making a decision about their future role in education. Sequence II includes courses geared for education specialties and planning, implementing, and evaluating language arts and reading activities. At the end of this sequence, students are expected to become actively involved in appropriate classroom activities, conduct formal peer evaluation, and teach lessons in science, social studies, and mathematics under the supervision of cooperating teachers. Students in Sequence IV strengthen and refine their skills and ultimately do one week of solo teaching. An evaluation model matrix for each of the four sequences is appended, indicating student behaviors which relate directly to the objectives of the program. (FG)

ED 200 557

SP 017 840

Teague, P. Terrett, Austin-Martin, George G.

Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance.

Pub Date—81

Note—17p.: Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, February, 1981).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Elementary School Mathematics, Higher Education, *Mathematics Anxiety, Mathematics Teachers, *Methods Courses, *Performance Factors, Preservice Teacher Education, Student Attitudes, *Student Teachers, *Teacher Attitudes, Teacher

Effectiveness, Teacher Motivation

This study focused on anxiety, both math and situational, and its relationship to teaching performance. Preservice elementary teachers were given a methods course on teaching mathematics and, after five weeks, were assigned a group of children to instruct twice a week. A positive correlation was found between performance in teaching math and attitudes toward mathematics. No significant correlation was found between general math anxiety and teaching performance. It is suggested that the primary level of mathematics generates little anxiety for most preservice teachers. The findings did not strongly support a relationship between attitudes about math and the experiencing of a math methods course, but did support the lowering of mathematics and situational anxiety levels as a result of experiencing such a course. (JD)

ED 200 558

SP 017 841

Mason, Betty O. And Others

Meeting Student's Needs: A Promising Innovation.

Note—10p.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, *Centralization, Degree Requirements, *Educational Counseling, *Faculty Advisers, Field Experience Programs, Foreign Students, Higher Education, Schools of Education, Student Needs, *Student Personnel Services, Student Teaching, Teacher Certification

A centralized office of student services was developed in a college of education to provide academic advice. The office aids students in adding or dropping courses, making degree plans, evaluating transfer work, applying for admission and certification, clarifying graduation and student teacher requirements, and general programmatic counseling. The office has four faculty members who serve as Director of the Office of Student Services, Director of Student Teaching, Director of Early Field Experiences, and Director of International Students. There are also advisors for degree plans and teacher certification. The positive aspects of this operation include the easy accessibility to students and faculty which results from the personnel being physically housed in one central area. Better communication among the personnel responsible for administering the services has reduced student frustration and has increased staff efficiency. (JD)

ED 200 559

SP 017 846

Li, Ting-Kai, Ed. And Others

Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2.

Indiana Univ., Indianapolis.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-79-780

Pub Date—79

Contract—ADM-281-77-0005

Note—400p.

Pub Type—Collected Works — Proceedings (021) — Reports — Research (143) — Information Analyses (070)

EDRS Price — MF01/PC16 Plus Postage.

Descriptors—*Alcoholism, Biochemistry, Biology, *Drug Abuse, Human Body, Metabolism, *Nutrition, Physical Health, Physiology, *Research Needs, *Special Health Problems

These 41 articles on the topic of alcoholism and nutrition address the following subjects: (1) the effects of alcohol on nutrition and gastrointestinal functions; (2) the effects of alcohol on mineral metabolism; (3) the effects of alcohol on vitamin metabolism; (4) the effects of alcohol on protein and amino acid metabolism; (5) alcohol metabolism; including the effects of chronic alcohol ingestion and nutritional states; (6) the fetal alcohol syndrome; possible implications of nutrient deficiencies; and (7) the effects of dietary non-steroidal estrogen on the feminization of male alcoholics. (JD)

ED 200 560

SP 017 848

Kemmis, Stephen

Action Research in Retrospect and Prospect.

Spons Agency—Australian Association for Research in Education, Melbourne.

Pub Date—Nov 80

Note—22p.: Paper presented to the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, November 6-9, 1980).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research. *Educational Research. Educational Researchers. Participant Satisfaction. Problem Solving. *Research Utilization. Social Science Research. Teacher Education. *Teacher Participation. *Teacher Role Identifiers—Lewin (Kurt)

The distance between educational researchers and classroom teachers benefits disinterested observation, but dispossesses the researchers of participatory modes of understanding. In attempting to resolve this problem, some researchers have developed the theory and practice of teachers as researchers, similar to Kurt Lewin's action research. Lewin argued for a system of analysis, fact finding, conceptualization, planning, and execution, and then a repetition of the whole cycle. The process involves the participants of the social world under investigation at every stage. Although not at the forefront of research developments in education, the impact of action research in education is seen in the trend toward reconceptualizing the field in more participatory terms. Action research has several essential features: (1) an interest in participatory democratic processes for social and intellectual reconstruction; (2) a linking of the development of theory and practice; (3) a means for producing authentic critiques of practice; and (4) the development and strategic use of programs of social action as tools. Action research is sufficiently well established in Australia to have substantive and methodological problems that need to be solved. (FG)

ED 200 561

SP 017 851

Brophy, Jere E.

Teachers' Cognitive Activities and Overt Behaviors.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—National Inst. of Education (ED), Washington, D.C.

Report No.—IRT-OP-39

Pub Date—Oct 80

Contract—400-76-0073

Note—63p.

Pub Type—Information Analyses (070)—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Curriculum Development. *Decision Making. Educational Diagnosis. *Educational Research. Elementary Secondary Education. Student Teacher Relationship. *Teacher Attitudes. Teacher Behavior. *Teacher Characteristics. *Teacher Effectiveness. *Teaching Methods

Recent research on teacher planning, thinking, and decision making is reviewed. The work on planning reveals that teachers typically do not use the objectives-based, rational models stressed in textbooks, but instead concentrate on the activities included in a curriculum as they seem to relate to the needs and interests of the students. This indicates the need for training teachers to plan more effectively, and suggests the formation of alternative models of the planning process which might be more appropriate than the rational model. Research on teachers' perceptions, thoughts, and decisions during the teaching process is just beginning, but it suggests exciting possibilities. Work done to date suggests that: most teacher perceptions about students are accurate; most teacher decisions about students are logical and based on appropriate information sources; and teachers' behaviors when interacting with students may be monitored and controlled more consciously than previous work would suggest. (Author/FG)

ED 200 562

SP 017 852

Claycomb, Mary

Brain Research and Learning.

National Education Association, Washington, D.C.
Pub Date—Aug 78

Note—26p.

Available from—NEA Distribution Center, Academic Building, Saw Mill Road, West Haven, CT 06516 (Stock No. 1401-4-00, \$2.95).

Pub Type—Reports - Evaluative (142)—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cerebral Dominance. Cognitive Development. *Cognitive Processes. Educational Change. *Humanistic Education. Inservice Teacher Education. Learning Disabilities. *Medi-

cal Research. Motor Development. *Neurological Organization

Current research on brain activity has many implications for educators. The triune brain concept and the left and right hemisphere concepts are among the many complex theories evolving from experimentation and observation. The triune brain concept suggests that the human forebrain has expanded while retaining three structurally unique formations that reflect early ancestral relationships to reptiles, early mammals, and recent mammals. The left and right hemisphere and division of labor theories attribute functions to specific regions of the brain. These theories lead to the conclusion that educators must be concerned with educating all areas of the brain, since all of the areas interact. The research suggests that a basic education must include informational and processing skills as well as creative behaviors and artistic activities. Educational issues such as learning disabilities, genetic and biological differences, and instructional designs have already been influenced by brain research. Teachers must use current developments to make preparations for future practices. (FG)

ED 200 563

SP 017 853

Vernier, Sharon M.

Teacher Retirement Systems: Summary of the 1977 Survey.

National Education Association, Washington, D.C.
Research Div.

Pub Date—79

Note—28p.

Available from—NEA Distribution Center, Academic Building, Saw Mill Road, West Haven, Connecticut, 06516 (\$0.65)

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Death. Eligibility. Personnel Policy. *Retirement Benefits. *Teacher Associations. *Teacher Employment Benefits. *Teacher Retirement

This report presents basic data collected from 68 retirement systems on major legal provisions of state and local retirement systems to which teachers belong. The overview contains information on: (1) membership in state and local systems; (2) creditable service eligibility from prior service, military service, in-state nonteaching service, and out-of-state teaching and nonteaching service; (3) withdrawals and refunds; (4) retirement formulas and benefit formulas; (5) disability benefits; (6) post-retirement benefit adjustments; (7) work restrictions after retirement; (8) death benefits before and after retirement; (9) survival benefits; (10) administration and financing of system benefits; and (11) Social Security coverage. Selected statistical data on patterns of employer contributions in the state systems are also presented. (FG)

ED 200 564

SP 017 854

Wlodkowski, Raymond J.

Motivation, What Research Says to the Teacher.

National Education Association, Washington, D.C.
Pub Date—77

Note—33p.

Available from—NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516 (Stock No. 1042-6-00, \$1.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Need. *Behavior Modification. *Class Activities. Feedback. Goal Orientation. Incentives. Learning Processes. Positive Reinforcement. Student Behavior. Student Characteristics. *Student Motivation. *Student Needs. *Teacher Behavior. Teaching Methods. Underachievement

Internal and external factors that influence student motivation are considered from the perspectives of the student and of the teacher. It has been found that the student brings to the learning situation characteristics that have a direct bearing on individual motivation. High self esteem and level of aspiration are present in a motivated student, as well as the need to achieve. The characteristics and personality of the teacher, while impinging to some degree on student performance, appear to have less influence on motivation than what the teacher does to and with students. Teacher expectations, the setting of goals and instructional objectives, and the providing of feedback and positive reinforcement all influence student motivation. Some techniques for increasing motivation are described. (JD)

ED 200 565

SP 017 855

Krajewski, Robert J. Shuman, R. Baird

The Beginning Teacher: A Practical Guide to Problem Solving.

National Education Association, Washington, D.C.
Report No.—IBSN-0-8106-1489-8

Pub Date—79

Note—128p.

Available from—NEA Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516 (Stock No. 1489-8-00, \$6.75).

Pub Type—Guides - Non-Classroom (055)—Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Beginning Teachers. *Classroom Techniques. Community Attitudes. Discipline. Higher Education. Individual Development. Lesson Plans. Parent Teacher Cooperation. Peer Relationship. Principals. *Problem Solving. *Professional Development. Student Motivation. Student Teacher Relationship. Teacher Administrator Relationship. *Teacher Effectiveness. Teacher Evaluation. *Teaching Experience

This book for beginning teachers is developed around six key problem areas: transition from student to teacher; professionalism: relationships (with students, parents, other teachers, principals, supervisors, school staff, and visiting consultants); lesson plans; discipline; and evaluation. A theoretical base is first established for each area and then followed by appropriate case studies. The case studies are followed by questions for thought and discussion as well as by suggested projects. In this way, teachers may work through problems and arrive at their own solutions. (Authors/JD)

ED 200 566

SP 017 856

Health, United States, 1980, With Prevention Profile.

National Center for Health Statistics (DHEW/PHS), Hyattsville, Md.

Report No.—DHHS-PHS-81-1232

Pub Date—Dec 80

Note—325p.

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)—Books (010)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Cost Estimates. *Disease Control. *Disease Incidence. Futures (of Society). Health Conditions. Health Facilities. Health Needs. *Health Services. *Medical Care Evaluation. *National Norms. Patient Education. *Physical Health. Public Health Legislation

The first part of this report consolidates the most current data on health care trends and presents analytical discussions on four interrelated themes: health status and determinants; utilization of health resources; health care resources; and health care expenditures. Detailed tables present statistics showing comparisons over time for such topics as fertility, mortality, inpatient care, health care personnel, and sources and types of payment. A glossary of terms is supplied, and the sources of data are reviewed. The second part of the report, entitled Prevention Profile, contains information on the incidence of, and trends in preventable causes of death and disability in the United States. Articles discuss the physical and economic burdens that could be reduced by disease prevention; successes, failures, and gaps in prevention and control; and tracking future progress in reducing risks. (FG)

ED 200 567

SP 017 857

Blyth, Carl S. Schindler, Richard D.

Forty-Eighth Annual Survey of Football Fatalities 1931-1979.

American Football Coaches Association, Durham, N.C.; National Collegiate Athletic Association, Shawnee Mission, Kans.; National Federation of State High School Associations, Kansas City, Mo.

Pub Date—Feb 80

Note—8p.

Pub Type—Reports - Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletic Coaches. Athletic Equipment. College Students. *Death. *Football. High School Students. *Injuries. Medical Services. Safety

Statistics on football fatalities from 1931 to 1979 are presented. The report shows that the number of direct fatalities has progressively decreased. This decrease is attributed to changes in the rules of football, improvement of equipment, and more careful monitoring of the activity by coaches and others in

positions of responsibility. A discussion of football safety is presented and recommendations are made for preventing further fatalities. Tables display the number of fatalities directly and indirectly due to football in sandlot, professional, semiprofessional, high school, and college games. (JD)

ED 200 568 SP 017 862

Mills, Patricia L.

Integrating Clinical Experiences Throughout the Preservice Curriculum.

Pub Date—Feb 81

Note—24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), Change Strategies, *Curriculum Design, *Experiential Learning, *Field Experience Programs, *Field Instruction, Higher Education, Laboratory Schools, Preservice Teacher Education, Program Development, Program Evaluation, *State Standards, *Teacher Education Curriculum

Identifiers—Bowling Green State University OH
In response to a mandate from the Ohio State Board of Education, Bowling Green State University (Ohio) revised its teacher education curriculum to include clinical/laboratory teaching experiences as well as field experiences. Clinical experiences are defined as learning activities which may, but do not necessarily, take place off the college campus, and may occur on the campus in a laboratory setting, as well as in an approved or chartered school or other settings approved by the college. Explicit criteria were established which characterized the design and implementation of all clinical experiences. This report focuses on the process of change as specifically related to the clinical experience component of the state mandate. The appendix includes a reprint of the standards for schools of education as set forth by the Ohio Board of Education, policies governing the design of clinical experiences, and a course syllabus and a clinical activity format. (JD)

ED 200 569 SP 017 863

Johnson, Maniza A.

Significant Inservice Delivery System Designs for Geographically Isolated School Personnel.

Pub Date—[79]

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, *Delivery Systems, *Information Dissemination, *Inservice Teacher Education, *Networks, Postsecondary Education, Program Development, Program Evaluation, Resource Allocation, *Rural Areas, *Teacher Centers, Teacher Participation, Telecommunications, Universities

The problems facing teacher centers in geographically remote and largely rural areas are discussed. The importance of cooperative planning involving teachers and university faculty is stressed. It is noted that implementing professional development activities depends to a great extent upon the efficiency of inservice delivery systems, and particular emphasis is placed upon effective communication between all participants. Personal contact is considered a vital component of successful teacher centers. It is suggested that a telecommunications system between the university and geographically distant centers can be a valuable tool in maintaining this contact. A description is given of a teacher center network in Montana which incorporates diverse techniques for unifying the efforts of the university and thirty teacher centers. (JD)

ED 200 570 SP 017 866

DeLong, Thomas J. Kay, Richard

Career Planning for the Educator: Validating Current Career Development Theories.

Pub Date—[78]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Change, *Career Development, *Career Planning, Individual Development, *Individual Needs, Occupational Aspiration, *Psychological Patterns, Secondary Education, *Secondary School Teachers, Self Actualization, Self Concept, Self Determination, *Self Evaluation (Individuals), Social Values, Teacher Attitudes

The theory that certain motivation/talent/value drives formed through work experience function as

guide and constrain entire careers is examined. This "career anchor" theory focuses upon what the individual feels are major areas of personal strength. This occupational self concept is based on how the individual perceives personal talents and abilities, motives and needs, and attitudes and values. A questionnaire was submitted to secondary inservice teachers to test the validity of the "career anchor" theory. Results indicated that four main categories of teachers may exist: those who identify managerial competence, creativity, and identity as career values; those who value service and variety; those who had security and technical competence as central themes in their career decisions; and those who focused on autonomy. These results are analyzed as they pertain to organizational turnover in the schools, the phenomenon of teacher burnout, and the training and development functions within educational organizations. (JD)

ED 200 571 SP 017 876

A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.

Georgia Professional Standards Commission, Atlanta.

Pub Date—81

Note—123p.

Available from—Georgia Professional Standards Commission, Suite 105, 1645 Tullie Circle, NE, Atlanta, GA 30329 (Single copy available to appropriate educational officials while supply lasts).

Pub Type—Legal/Legislative/Regulatory Materials (090)—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Standards, *Accrediting Agencies, Faculty Mobility, Graduation Requirements, Higher Education, Institutional Cooperation, *Institutional Evaluation, State Legislation, *State Licensing Boards, State Standards, *Teacher Certification, Teacher Education, Teacher Transfer

Identifiers—*Georgia, *Reciprocity

This monograph is a compilation of information gathered and studied by the Georgia Professional Standards Commission in considering whether to recommend reciprocity in certification for out-of-state teachers. An examination was made of the National Council for Accreditation of Teacher Education (NCATE) and the National Association of State Directors of Teacher Education and Certification (NASDTEC). It was felt that, while NCATE and NASDTEC did not imply reciprocity, the Interstate Certification Project (ICP) did. Consideration was given to the opinions of Georgia school personnel. Comparisons were made of NCATE and NASDTEC standards and certification requirements of non-ICP states and ICP states. Following deliberations, it was recommended to the State Board of Education that legislation be initiated so that Georgia can join the ICP. (JD)

ED 200 572 SP 017 881

Levin, Tamar Long, Ruth

Effective Instruction.

Association for Supervision and Curriculum Development, Alexandria, Va.

Report No.—ISBN-0-87120-105-4

Pub Date—81

Note—113p.

Available from—Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (Stock No. 611-80212, \$6.50).

Pub Type—Books (010)—Information Analyses (070)—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Environment, *Classroom Techniques, Curriculum Development, Educational Trends, Elementary Secondary Education, Inservice Teacher Education, *Instructional Design, *Instructional Improvement, *Teacher Effectiveness, Teacher Evaluation, Teacher Response, *Teaching Skills, Time Factors (Learning)

The purpose of this book is to share successful instructional and learning processes with educators. The focus is on three types of variables in classroom learning and instruction: (1) active learning time; (2) feedback and corrective procedures; and (3) instructional cues. The literature on the nature of each variable is discussed, and the conditions for successful implementation, the reasons for their powerful effects on learning, and the different ways they can be used are outlined. A section on evaluating instruction examines the roles of classroom observa-

tion, rating scales, student questionnaires, content analysis and techniques for self examination. A review of the implications arising from new demands on the educational system cites the classroom climate and the concept of individual differences as major areas that need research. An annotated bibliography of research articles written since 1960 emphasizes the feasibility of implementing the ideas discussed in the book. (FG)

ED 200 573 SP 017 886

Darr, Alice Dozier Kise, Joan Duff

Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations.

Pub Date—Feb 81

Note—31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 15-19, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Design, *Evaluation Methods, Field Experience Programs, Group Activities, Higher Education, Independent Study, Learning Activities, Measures (Individuals), Preservice Teacher Education, *Professional Development, *Program Evaluation, *Rating Scales, Self Directed Groups, Small Group Instruction, Teacher Education Curriculum, Teacher Role, Teaching Methods

In developing a program for the professional development of supervisors, cooperating teachers, and student teachers, consideration was given to traditional observation methods. These methods focus upon observing: (1) the organization of independent study; (2) activities designed to enhance learning as it relates to goals of the classroom; (3) small groups working together on common projects; and (4) laboratory procedures in which students learn to manipulate skills involving specialized equipment or facilities. Rating scales have been devised and are included in this report for observers responsible for evaluating the professional development of program participants. Focusing on independent study, learning stations, small group instruction, and laboratory situations, these rating scales provide a framework for evaluating the planning, implementing, and effectiveness of each of these program phases. (JD)

ED 200 574 SP 017 887

Sybout, Ward And Others

A Systematic Approach to the Management of Program Development in Teacher Education.

Pub Date—Feb 81

Note—35p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accrediting Agencies, *Change Agents, *College Faculty, Decision Making, Educational Legislation, Goal Orientation, Higher Education, Institutional Characteristics, Motivation, Needs Assessment, Organizational Communication, *Program Development, State Standards, Systems Approach, Teacher Associations, *Teacher Attitudes, *Teacher Education Programs, *Teacher Participation

Research was conducted in four schools of education to determine if there was any relationship between the degree of faculty involvement in program development and a systematic approach to change that involves a concern for the whole organizational structure rather than its constituent parts. The following internal factors were found in institutions with staff most involved with program development: (1) a strong sense of ownership and personal commitment for the institutional mission on the part of the faculty; (2) active staff involvement in needs assessment; (3) a high level of faculty involvement in decision making; (4) congenial professional and personal staff relations; (5) strong staff motivation; and (6) cooperative, democratic leadership. To a lesser degree, external influences seen to foster change in program development included court rulings, legislative action, and professional organizations. Factors that appeared to have little effect on faculty involvement in program development were identified as the central school administration, accrediting agencies, state certification requirements,

finances, and school facilities. (JD)

ED 200 575 SP 017 889

Sivage, Carol. Ed. And Others

Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings.

Pub Date—Nov 80

Note—15p. Small type may be marginally legible. Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Administration, *College Planning, Deans, Decision Making, *Educational Assessment, *Educational Development, Educational Planning, Financial Problems, Higher Education, Needs Assessment, Preservice Teacher Education, Private Colleges, *Schools of Education, *Small Colleges, Teacher Effectiveness

An overview is presented of a conference of deans and department chairpersons of schools of education in small private colleges. The conference addressed the topic of the direction that small college education programs must take in order to meet the requirements for effective instruction while remaining financially solvent. An address given from the perspective of a dean at a small college of education noted the problems of administration, ways of making decisions, planning and planning models, the financial future of small private institutions, and developing a consortium. Notes are included on two presentations: "Planning Financial Programs for Small Colleges", and "A Review of Teacher Effectiveness Research". (JD)

ED 200 576 SP 017 893

Pankratz, Roger Martray. Carl

A Collaborative Involvement Strategy for Educational Improvement.

Pub Date—Feb 81

Note—7p. Paper presented at the Annual Convention of the Association of Teacher Educators (61st, Dallas, TX, February 13-19, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adoption (Ideas), Change Agents, *Change Strategies, *Cooperative Planning, *Educational Innovation, Motivation, Program Development, Staff Development, *Teacher Administrator Relationship, Teacher Education, *Teacher Participation, Teacher Workshops

The key to successful development and adoption of new educational programs and practices is careful orchestration of several variables: administrative support, faculty involvement, administration and faculty commitment, and staff development activities. A chronological process involving programmatic and political aspects for planned change is composed of the following critical steps: (1) insure that a general awareness of need is perceived by key formal and informal leaders; (2) obtain their agreement on a process for program development; (3) use exploratory workshops to provide information and to establish consensus; (4) use skill development workshops to try out the skills and practices in the new program; (5) secure administrative arrangements for initial implementation of new programs; (6) provide on-site technical assistance in applying the new practices; (7) obtain faculty and administration consensus on program modifications and refinements; and (8) secure arrangements and support structures to maintain the program on a permanent basis. (FG)

ED 200 577 SP 017 895

Ingram, Clegg F. Gale, Darwin F.

Preservice Field-Based Teacher Training in Special Education.

Pub Date—Feb 81

Note—21p. Paper presented at the National Convention of the Association of Teacher Educators (Dallas, TX, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Competency Based Teacher Education, Educational Diagnosis, Elementary Education, *Field Experience Programs, Higher Education, Interpersonal Competence, Mainstreaming, *Preservice Teacher Education, *Special Education Teachers, Student Evaluation, *Student Teaching

A teacher education program designed for preservice students who will work with mildly handicapped students in a regular classroom is described.

The program consists of four levels of special education to be completed during the students' last two years of college. The principle training takes place in an elementary school setting. At the first level, students are primarily observers in the class and learn to classify characteristics for different categorical areas of special education. At the next three levels, students are tested for progressive skills in the following competencies: (1) planning curriculum and instruction for exceptional children; (2) administering and interpreting formal diagnostic measures; (3) implementing and evaluating a behavior management program; and (4) relating effectively with parents and children. The objectives, instructional activities, and evaluation terms for each level are discussed. (JD)

ED 200 578 SP 017 896

Leake, John Ben And Others

Excellence At a New Level for Teacher Education.

Pub Date—Feb 81

Note—15p. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 13-18, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperating Teachers, *Field Experience Programs, Higher Education, *Humanistic Education, *Individualized Instruction, *Preservice Teacher Education, Program Effectiveness, Self Actualization, Student Teacher Ratio, *Student Teacher Relationship, *Student Teacher Supervisors, Teacher Education Programs

An alternative program for the preparation of elementary teachers, based in part on the assumption that the development of human relations is part of the total learning process is described. The program incorporates the following special features: (1) It concentrates most of the professional training component into three full-time semester blocks taken one per year; (2) It correlates daily didactics with daily field experiences; (3) Each student becomes a member of a learning community in an elementary school; (4) The university faculty and the students form a learning community and function in an open space university classroom; (5) Specialized topics such as discipline, and values clarification, and humanistic, media, and career education activities are stressed throughout; and (6) A low advisor-advisee ratio allows for increased individualization of programming and opportunities for the development of close personal relationships. (JD)

ED 200 579 SP 017 898

Belcastro, Philip A.

A Health Education Cadre for Health Maintenance Organizations.

Pub Date—80

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Educational Responsibility, *Health Education, *Health Personnel, *Organizational Theories, *Preventive Medicine, *Program Development, Program Effectiveness, Small Group Instruction, Teaching Methods

Identifiers—*Health Maintenance Organizations

A framework is given for providing comprehensive health education services within a Health Maintenance Organization (HMO) setting. In order to be effective, an HMO's health education program needs to be administratively and organizationally approached as an integral component of the HMO and not as an adjunct service. Three service units of the health education program provide health education for scheduled subscribers, non-scheduled subscribers, and for scheduled homogeneous groups. Subscribers to the HMO, upon arriving for a scheduled medical appointment, are directed to the health education unit where they wait until called. Health educators, through multi-media and live programs, use this waiting time for health education. A similar service is offered to subscribers who have no immediate health care appointments. A health education unit also offers small group programs for subscribers with similar health or medical problems. These subscribers receive education programs targeted for their particular condition. (JD)

ED 200 580

SP 017 900

Helder, William Urso, Jacqueline

The Governance Structure of the Lansing (Michigan) Staff Development Policy Board.

Pub Date—Dec 80

Note—24p. Paper presented at the Annual Meeting of the National Council of States on Inservice Education (5th, San Diego, CA, December 7-11, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Cooperative Planning, *Decision Making, Elementary Secondary Education, *Governance, Inservice Teacher Education, *Policy Formation, Program Development, *Staff Development, *Teacher Administrator Relationship, Teacher Centers, Teacher Participation, Urban Areas

The component parts of a successful cooperative governance structure designed to facilitate staff development in elementary and secondary urban schools are described. Headed by a Staff Development Policy Board, the governance organization combines teaching and administrative staffs as a decision making body. A maximum amount of staff input and communication is encouraged. The purpose of the Policy Board is to identify, develop, and coordinate inservice and professional development activities. An elected General Assembly serves as liaison between schools and departments, assesses needs, locates resources, oversees applications for program funding, and acts as a public relations agent. Voting members of the Policy Board are appointed to serve as coordinators and directors of curriculum and staff development programs. An Executive Committee is empowered to act for the Board on administrative exigencies. Included in this report are the results of staff development surveys of school personnel on perceived educational priorities for staff development. (JD)

ED 200 581

SP 017 908

Mackey, Charles C. Jr., Ed. And Others

Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980).

National Association of State Directors of Teacher Education and Certification.

Pub Date—Nov 80

Note—131p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Beginning Teachers, Criterion Referenced Tests, *Educational Trends, Higher Education, *Internship Programs, Statewide Planning, *Teacher Certification, *Teacher Education, Teacher Education Programs, *Teacher Evaluation, Teacher Orientation, Teacher Supply and Demand, *Teaching Skills

Position papers presented at a conference of state directors of teacher education and certification focused on the quality of educational personnel. The first paper details the need for new talent in teaching in spite of a decline in job opportunities that adversely affects the quality of the applicant pool prepared to enter the teaching profession. A framework for restructuring teacher preparation into a continuous professional development program, composed of five segments in a sixteen-year process leading to a single certificate at the undergraduate level is described in the second paper. The third paper discusses the development and use of criterion-referenced testing in Georgia along with on-the-job assessment during the first three years of teaching to achieve performance based teacher certification. In the fourth paper, the efforts of the New York Board of Regents to upgrade the performance levels of teachers and administrators are outlined. The fifth paper discusses the current use of teacher internships, both as preservice and as beginning experience and the need for increased management of the induction process. (FG)

ED 200 582 SP 017 923*Funk, Fanchon F. Fletcher, Donna***Meeting the Needs of the Handicapped Student Teacher.**

Pub Date—Feb 81

Note—12p.: Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), Classroom Environment, *Equal Opportunities (Jobs), Higher Education, *Physical Disabilities, Physical Mobility, Preservice Teacher Education, Student Attitudes, *Student Teachers, Student Teacher Supervisors, *Teacher Attitudes

Advice is provided for administrators and teachers who have a physically handicapped student teacher under their supervision. The following topics are discussed: (1) adaptations that may be needed in the physical environment of the school; (2) preparing the pupils and staff to accept and understand a handicapped student teacher; (3) when and if helping a handicapped student teacher is appropriate; and (4) standards required of a handicapped student teacher. (JD)

ED 200 583 SP 017 926*Liddell, Marian Beth, Comp. And Others***AACTE State Associations and Public Law 94-142.**

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Department of Education, Washington, D.C.

Pub Date—Jan 81

Note—49p.: Best copy available.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Agents, *Change Strategies, Compliance (Legal), Educational Legislation, Educational Needs, *Equal Education, Higher Education, *Mainstreaming, Staff Development, State Action, State Programs, *Teacher Associations, *Teacher Education Programs, *Teacher Workshops

Identifiers—*American Association of Colleges for Teacher Educ

This monograph summarizes the activities of state affiliates of the American Association of Colleges for Teacher Education (AACTE) in the first two years of a three-year project on institutional capacity building for Public Law (PL) 94-142, which concerns equal education for all handicapped students. The goals of the project were: (1) to raise awareness about and commitment to the basic concepts of PL 94-142; (2) to stimulate appropriate changes in preservice teacher education programs; and (3) to institutionalize those changes. The primary targets of the state activities were the AACTE member institutions which did not have Deans' Grants, although information from Deans' Grants projects was used. Tables and charts delineate the processes, products, key groups, and coordinators for each state association. Additional details on methods, funding, and future plans are presented in the case studies of the Texas, Massachusetts, Pennsylvania, Illinois, and Rhode Island associations. It was found that, although practices varied from state to state, these actions could be categorized as assessment activities (determining the skills and knowledge needed and analyzing current state efforts for the handicapped), staff development activities (information dissemination, exploration of new competencies and roles for teachers), and professional collaboration activities (with other state groups and Deans' Grant projects). Guidelines for planning and conducting regional and state conferences are given, as well as suggested conference themes. (FG)

ED 200 584 SP 017 928*Aldridge, Mary Nan***Preparing Teachers to Cope With Health Related Problems in the Classroom.**

Pub Date—Feb 81

Note—6p.: Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disabilities, Elementary Secondary Education, *Health Needs, Helping Relationship, Mainstreaming, Mental Health, Parent Teacher Cooperation, *Physical Health, *Preservice Teacher Education, *Student Needs, Student Teacher Relationship, Teacher Behavior, *Teacher Education Curriculum, *Teacher Responsibility

Schools are expected to assume increasing responsibility for the health of children, but teacher education programs have been slow to include a substantial health component in the curriculum. An outline is given of a teacher education program that incorporates studies in the following areas: (1) observing for health; (2) recognizing symptoms of the onset of serious disorders; (3) accommodating physical handicaps; (4) appropriate planning for intellectual development; (5) emotional considerations; (6) coping with accidents; (7) working with support personnel and parents; and (8) recognizing child abuse. Providing suitable therapy for health problems and assessment and evaluation of health conditions are also covered in the described program. (JD)

ED 200 585 SP 017 935*Desforjes, Charles***Teachers' Thinking About Children's Thinking.**

Pub Date—Jan 81

Note—21p.: Paper presented at the Annual International Conference on Piagetian Theory and the Helping Professions (11th, Los Angeles, CA, January, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childhood Attitudes, *Cognitive Processes, Cognitive Style, Developmental Psychology, Early Childhood Education, Educational Psychology, Intellectual Development, Learning Experience, *Learning Theories, *Student Teacher Relationship, *Teacher Attitudes, Teacher Influence

Identifiers—*Piagetian Theory

An examination of the views of Piaget on child development and a review of criticisms of his theories illustrate the general problem of applying psychological theories to educational practice. It is concluded that educators are largely ignorant of what children know and their ways of coming to know, especially as these operate in real time conditions such as classrooms. It is argued that it is of prime importance to understand teachers' thinking about how children think, since this influences the teachers' behavior and expectations. The difficulty of conducting research in this complex and subjective area is pointed out. Two studies that attempted to analyze the way teachers think about students are described. The first obtained teachers' views of children's difficulties with tasks in a mathematics scheme and explored teachers' thinking on what to do about these difficulties. The second explored how teachers match tasks to children so as to maximize their learning progress. The implications of the results of these studies are discussed. (JD)

ED 200 586 SP 017 936**Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Contract—400-78-0017

Note—17p.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude - Change, *Censorship, Change Strategies, *Educational Change, Elementary Secondary Education, *Expository Writing, Government Role, Health Education, *Health Materials, Information Dissemination, *Mainstreaming, Peer Acceptance, Student Attitudes, Teacher Education

Identifiers—*ERIC

Seven papers are presented which deal with current topics of interest to educators. A case study of a mentally retarded boy placed in a regular classroom illustrates the possibilities of teaching children to accept diversity and deviance from their accepted norms of behavior. A compendium of policy papers prepared for the House of Representatives is re-

viewed, in which contributors from a broad spectrum of professional educators stated predictions of future needs and recommendations for changing practice in elementary and secondary education. A brief discussion is offered on how to use the ERIC system with particular reference to librarians and media specialists. A bibliography of classroom and program resources on health education lists current documents available from ERIC. Two editors offer suggestions for teachers who would like to be authors. The problem of censorship faced by teachers and librarians is discussed, and legal resources for aid in combatting it are cited. A synthesis of thought on implementing educational innovations in schools is presented. (JD)

ED 200 587 SP 017 940*Whitfield, Edie L. Anderson, Robert H.***Equipping Children With Supervisory Skills.**

Pub Date—81

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Classroom Observation Techniques, Classroom Techniques, Elementary Secondary Education, Independent Study, Management Development, Peer Evaluation, *Student Behavior, *Student Evaluation, Student Teacher Relationship, Supervisory Methods, *Supervisory Training, *Teaching Methods

The professional growth of teachers and improvement in teaching skills are often the results of skillful use by supervisors of clinical procedures of observation in both inservice workshops and student teaching situations. The observation cycle for improving pupil learning has five stages: (1) pre-observation conference between the student observers and the observed student; (2) actual observation of a student working; (3) review by the observation team; (4) post-observation conference with the student; and (5) analysis of the cycle just completed. The concept of clinical supervision, when adapted for use with children, provides valuable learning experiences. Children can benefit when involved in this orderly cycle of peer observation in such activities as learning center participation, speech making, and discussions. While teachers improve instructional skills in clinical supervision, children can use the same techniques to improve learning skills. (JD)

ED 200 588 SP 017 951*O'Shea, David W.***The Experience of Teacher Training. A Case Study.**

California Univ., Los Angeles. Teacher Education Lab.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date—Apr 81

Note—44p.: Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, *Leadership Qualities, *Preservice Teacher Education, *Program Effectiveness, Self Concept, Socialization, *Teacher Behavior, *Teacher Characteristics, *Teacher Education Programs, Teacher Effectiveness, Teaching Styles

Reported are the experiences of participants in three different teacher training programs in the Teacher Education Laboratory at the University of California at Los Angeles. One program was behavioristic, another humanistic, and the third eclectic. Findings indicate that beginning teacher trainees perceive the teacher role in terms of three dimensions of classroom leadership: task, expressive, and authoritarian. Beginning trainees were confident regarding their ability to exercise expressive leadership, but felt lacking in task leadership skills. At the end of the training, students in the behavioristic team were more likely than those in the other two teams to perceive themselves as having acquired task leadership skills. This outcome appears to be related to the fact that the behavioristic program was committed to the transmission of a distinctive "technology" of instruction, a technology which also determined the structure of the program's training process. (Author/JD)

ED 200 589

SP 017 955

Bethel, Lowell J. Hord, Shirley M.

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.

Spons Agency—National Inst. of Education (ED). Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Apr 81

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Innovation, Elementary Education, Environmental Education, *Inservice Teacher Education, *Instructional Improvement, Needs Assessment, *Program Effectiveness, *Program Evaluation, *Staff Development, *Teacher Attitudes

A needs assessment questionnaire submitted to 180 elementary school teachers found that a majority of the teachers felt inadequate and unable to teach science. A majority of the teachers agreed that science should be an integral part of elementary education, that teachers should improve their knowledge of science, and that teachers would teach more science if they could update their knowledge in science content. The National Science Foundation provided funding for a one year program to instruct 48 teachers in environmental science education. The program's goals were to improve knowledge, to aid teachers in the use of environmental science education resources, and to develop cooperation and program support between scientists at a local university and the teachers. To understand the effects of the program and to measure its success, a study was designed to evaluate data from program participants. Data were collected using a Stages of Concern questionnaire and an Environmental Education questionnaire. Individual profiles of two teachers in the program were also analyzed. Results revealed that the attitudes of the teachers who participated in the program changed significantly as compared to a set of control group teachers. The two questionnaires proved to be useful instruments for identifying change in teachers in a specific and definite manner. Implications for inservice programs and future research are presented. (CJ)

ED 200 590

SP 017 960

Safatore, Sudha George, Judith D.

The Relationships Between Teachers' Goal Orientations, Structure, And Observable Classroom Behaviors.

Pub Date—Apr 81

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-16, 1981).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affective Behavior, Classroom Environment, *Classroom Techniques, Elementary Education, *Goal Orientation, Interpersonal Competence, Teacher Attitudes, *Teacher Behavior, *Teacher Motivation, Teaching Methods, Teaching Models, *Teaching Styles

The purpose of this study was to examine the relationships among teachers' goal orientations, structure (amount of directiveness provided by the teacher), and observable classroom behaviors to determine: (1) if teachers with different goal orientations differ in verbal and nonverbal affective responses; and (2) if teachers with different goal orientations differ in classroom verbal interactions. A review of the literature treats priorities of teachers in terms of their educational goals, ways in which teachers control classroom activities, and affective behavior of teachers. The verbal and nonverbal behaviors of 31 elementary teachers were enumerated by classroom observation and by questionnaire. Among the findings were: The significant difference in the affective scores for the high and low structure teachers suggests that teachers with high positive affective behaviors exercise less structure in their planning. Teachers oriented toward personal goals did not exhibit significantly higher affective behavior as compared with the other two groups of teachers. No significant differences were found in the social and the information indices for the teachers. Recommendations for further research and for teacher education are given. (CJ)

ED 200 591

SP 017 962

Adams, Ronald D. Martray, Carl

Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.

Pub Date—13 Apr 81

Note—48p.; Paper presented at the Annual Conference of the American Educational Research Association (Los Angeles, CA, April 13, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Beginning Teachers, Discipline Policy, Elementary Secondary Education, Peer Evaluation, *Personality Measures, *Self Concept, Student Evaluation of Teacher Performance, Student Teachers, *Teacher Attitudes, *Teacher Characteristics, Teacher Effectiveness, *Teacher Influence, *Teaching Experience, Teaching Styles

Identifiers—Teacher Concern Checklist (Parson and Fuller)

The purpose of this study was to assess the magnitude of teacher concerns using the Teacher Concerns Checklist. Correlates of concerns of elementary and secondary teachers with varying levels of experience were identified from four major sources: (1) direct classroom observations; (2) pupil, peer, and supervisor ratings; (3) self report ratings and inventories; and (4) demographic data. Findings produced differing sets of correlates based on both teaching level and degrees of experience. Broad observations on teacher self concerns, task concerns, and impact concerns are presented. Teacher self concern scores described the degree to which teachers were concerned about how others perceived them as teachers. Among the findings for this factor was that teachers who were more authoritarian were also more concerned with how others perceived them as teachers. The study of academic and discipline related concerns revealed that instruction and discipline are viewed quite differently by teachers at all levels. The scores for teacher impact on student learning and teacher concern for students' well-being showed that secondary teachers who were more concerned with their influence on students also received more positive ratings and demonstrated more direct teaching behavior. (Author/FG)

ED 200 592

SP 017 963

Cooperstein, Rhonda Ann

A Study Of Teacher Concerns Within The Teacher Corps Program.

SRI International, Menlo Park, Calif.

Pub Date—Apr 81

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Anxiety, Inservice Teacher Education, Internship Programs, Personality Traits, Postsecondary Education, Program Evaluation, Self Esteem, Self Evaluation (Individuals), *Teacher Attitudes, *Teacher Characteristics, *Teacher Influence, *Teacher Interns, *Teaching Experience

Identifiers—*Teacher Corps

In examining the relationship between teaching experience and concerns of teachers, it has been generally assumed that the experienced teacher will be less concerned about self and more concerned about student achievement than the teaching intern. The Teacher Concerns Checklist and the Teaching Anxiety Scale submitted to Teacher Corps personnel were designed to explore the developmental progression of teacher concerns and the effect of anxiety on this progression. It was discovered that both experienced teachers and teacher interns considered student achievement their primary concern. However, the self concerns of interns were not as high as expected. In analyzing this result, it is pointed out that Teacher Corps interns are required to have a higher academic degree than most preservice teachers, and because of the nature of Teacher Corps commitments, they are inclined to have more advanced concerns than other teacher trainees. A copy of the Checklist and selected items from the Teaching Anxiety Scale used in the study are appended to this report. (JD)

ED 200 593

SP 017 964

Dawson, Judith A.

Teacher Participation in Educational Innovation: Some Insights Into Its Nature.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (ED). Washington, D.C.

Pub Date—Feb 81

Note—41p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Innovation, Elementary Secondary Education, Participant Characteristics, Participant Satisfaction, Program Design, *Program Development, Program Implementation, *Teacher Administrator Relationship, Teacher Morale, *Teacher Motivation, *Teacher Participation

An intensive study of innovative projects in five elementary and secondary schools provided an opportunity to examine teacher participation in pre-implementation activities. Particular attention was paid to the motivation and roles of participants. It was found that participation is complex and varied. There were three major findings: (1) Voluntary participation and initial motivation were not as important to participant satisfaction as factors which emerged later; (2) Participant roles and activities varied considerably, influencing the attitudes towards innovation and therefore the motivation for participation; and (3) The representativeness of the participant group was more important to successful dissemination than voluntary participation. Important incentives and deterrents were: anticipated educational benefits; the opportunity for increased interaction among teachers and with administrators; compatibility between classroom and project goals; the costs of participation; and the perceived likelihood that innovations would be continued or expanded. (Author/FG)

ED 200 594

SP 017 970

Darling-Hammond, Linda Wise, Arthur E.

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.

Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y. Report No.—Rand-N-1668-FF

Pub Date—Feb 81

Contract—790-0486

Note—83p.

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 (\$5.00).

Pub Type—Reports—Research (143)—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Attitudes, *Educational Legislation, *Educational Policy, *Educational Theories, Elementary Secondary Education, Equal Education, Government School Relationship, Outcomes of Education, Power Structure, School Responsibility, Social Action, *Teacher Attitudes, Teacher Behavior, *Teacher Effectiveness, *Teacher Role, Teaching (Occupation)

Policies directed at improving the educational system are often based upon a rationalistic view of the processes of teaching and schooling. The courts and other branches of government are devoting more attention to regulating schooling. As the rights of students have been articulated through litigation and legislation, the duties of schools have become crystallized. The current legalistic conception of schooling contains no reference for assessing the nature and content of educational practice or how it affects the child. This rationalistic view is often at variance with the spontaneous and humanistic theories held by many teachers. While teachers must adjust to the rational theory held by the controlling forces of schools, they are inclined to adhere to their own views in actual classroom practice. Within this conceptual framework, a future study will be conducted to examine teachers' perceptions of their work, of education generally, and of the rationalistic model currently enforced by government and bureaucratic agencies. (JD)

ED 200 595

SP 017 972

Smith, Douglas K.

Classroom Management Styles and Personality Variables of Teachers and Education Majors: Similarities and Differences.

Spons Agency—Wisconsin Univ., River Falls.

Pub Date—Apr 81

Grant—0865-4-79

Note—39p.; Paper presented at the Annual Meet-

ing of the American Educational Research Association (Los Angeles, CA, April, 1981).
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Discipline Policy, Discipline Problems, Dogmatism, *Education Majors, Induction, Locus of Control, *Personality Traits, Sex Differences, Student Behavior, *Teacher Behavior, Teacher Characteristics, *Teachers, Teaching Styles

This study: (1) examined approaches of teacher education majors and experienced regular classroom teachers to classroom misbehavior; (2) compared the two groups on selected personality variables (locus of control, Machiavellianism, dogmatism, state-trait anxiety); and (3) examined the relationship of classroom management style to these personality variables. The classroom management styles of 158 experienced teachers and 155 education majors were examined using a questionnaire based on the induction-sensitization paradigm of socialization. The results of the personality measures indicated that the inductive approach to management was associated with an internal locus of control and openness to new ideas for the education majors. This study has demonstrated that experienced classroom teachers and teacher education majors approach student misbehavior in very similar ways. Gender differences, although present in both groups, were stronger for the education majors. Detailed analyses of these results and suggestions for future research are provided. (Author/CJ)

ED 200 596 SP 017 973

Stallings, Jane A.

Changing Teacher Behavior: A Challenge for the 1980's.

Pub Date—Apr 81

Note—39p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Behavior Change, *Classroom Techniques, *Faculty Development, Inservice Teacher Education, *Pacing, *Positive Reinforcement, Reading Instruction, Secondary Education, Student Needs, *Student Teacher Relationship, *Teacher Behavior, Teacher Response, Teacher Workshops

A training program for changing teachers' classroom behaviors was developed after observations indicated that students gained in reading skills when teachers spent more time instructing, discussing homework, and providing supportive feedback. During workshop sessions teachers were encouraged to: (1) decrease time taken to make assignments and increase instruction time; (2) ask short questions and give immediate supportive feedback to responses; (3) distribute questions among the students, choosing questions each student could most likely answer; (4) give short quizzes designed to allow the students a high rate of success; (5) have the students in the low reading groups read aloud; (6) encourage more reading aloud, discussion, and review, and ask for fewer written assignments and less silent reading; (7) minimize intrusions from outside the class; and (8) keep the number of choices students may make at a minimum. A posttest of student reading achievement in classes where the teacher had attended the workshops showed that the treatment group had higher grade gains than the control group. (JD)

ED 200 597 SP 017 984

Ryan, Kevin

The Teacher's Story: The Oldest and Newest Form of Educational Research.

Pub Date—Apr 81

Note—21p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Individual Development, Preservice Teacher Education, Professional Development, *Role Models, *Self Evaluation (Individuals), *Story Telling, *Teacher Attitudes, Teacher Education Curriculum, *Teaching Experience, Teaching Styles The story is a powerful but largely unused tool in the initial preparation and continuing development

of the teacher. Teachers know much of reality through stories. However, the exact contribution of the story to the teachers' understanding of their work and development are hidden. Positive effects of teacher story telling include: (1) the provision of concrete perceptual imagery of teaching; (2) the learning and comparison of skills and strategies as they were used in particular situations; (3) the preparation of teachers for a wide range of human encounters in the classroom; and (4) the preparation in dealing with the moral dimension of teaching. It is believed that, if teachers had a legitimate and systematic opportunity to tell their stories, not only would their stories be useful to others, but the teachers themselves would personally find the experience useful and satisfying. Reasons for not using stories in teacher education and development include: (1) Stories in the form of unorganized and spontaneous trading of experiences are currently overused in teacher education; (2) Stories of teaching do not always have the most socially desirable or educationally sound message to convey; (3) Stories may be a helpful learning method for some, but a distraction for others; and (4) Stories may not be accurate reflections of classroom realities. To date, teacher education and research have ignored a major tool which mankind has been using to pass on culture and make sense of the personal world. (CJ)

ED 200 598 SP 017 986

Petkau, H. P. Wheeler, A. E.

Inviting Teacher Professional Growth.

Pub Date—Apr 81

Note—20p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developmental Stages, Group Dynamics, *Interpersonal Competence, *Positive Reinforcement, Professional Development, Self Concept, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior, Teacher Effectiveness, *Teaching Styles

A correlation is sought between a teacher's stages of professional growth and levels of invitational teaching. It is posited that stages of teacher professional growth are sequential, with each stage involving specific types of classroom behavior. Stage one is characterized by self concern, or a teacher-centered period. In the second stage, concerns over content, instructional strategies, discipline, and curriculum are paramount. Stage three is characterized by concerns clearly centered on the individual students' progress and achievement. The capacity to invite or disinvite students to learn is seen as a reflection of the teacher's developmental stage. A professionally mature teacher is capable of intentionally using behaviors that clearly invite students to actively participate in learning and that promote independent thinking. Invitational education, viewed in conjunction with stages of professional concern, might prove useful as a variable in reconciling some of the conflicting results in teacher effectiveness research. (JD)

ED 200 599 SP 017 987

Plihal, Jane

Intrinsic Rewards of Teaching.

Pub Date—Apr 81

Note—27p. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Elementary Education, *Elementary School Teachers, *Job Satisfaction, Self Actualization, Self Concept, *Student Teacher Relationship, *Teacher Attitudes, Teacher Characteristics, *Teacher Effectiveness, *Teacher Morale, Teaching (Occupation)

This research addressed three questions about the rewards of teaching: (1) how do teachers describe intrinsically rewarding teaching experiences; (2) how do the rewards of teaching relate to teachers' perceptions of the teaching activity; and (3) how does enjoyment of teaching relate to student achievement. Thirty elementary school teachers were observed and interviewed. Selected quotations from interviews provide insights into sources of teachers' satisfaction with their work as well as factors that distract or disturb them. Teachers enjoyed their work most when their interactions with stu-

dents gave them a feeling of competency in dealing with the demands of the teaching activity. Findings indicate that teacher enjoyment varies with the type of intrinsic reward considered most important, and with their attitudes towards the subject they are teaching. There was a positive correlation between teacher enjoyment and student achievement. (JD)

ED 200 600 SP 017 989

Ingvarson, Lawrence Greenway, Philip A.

Portrayals of Teacher Development.

Pub Date—81

Note—28p. Appendix 1 marginally legible due to light, broken print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biographical Inventories, *Individual Development, Inservice Teacher Education, *Professional Development, Profiles, Psychological Characteristics, Secondary School Teachers, Self Actualization, *Self Concept, Socialization, Teacher Attitudes, *Teacher Background, Vocational Maturity, *Work Attitudes Professional development and inservice education may be too readily equated. Professional development is an individual process influenced more pervasively by administrative and contextual features of the educational system within which teachers work than it is by the particular forms of inservice education available. Using this concept of teacher development, "portrayals" are presented of two experienced, innovative secondary humanities teachers. In-depth interviews were conducted, during which the subjects were asked to describe how they became teachers and what experiences had influenced them most during their lives. They were encouraged to include personal and intimate information if they wished and to reflect analytically on their careers. The profile of each teacher is drawn from the substance of the interviews, and the usefulness and validity of this type of research is considered. (JD)

ED 200 601 SP 017 991

Project Basic Instructional Guide, Volume II.

Survival Skills, Instructional Resources.

Maryland State Dept. of Education, Baltimore.

Pub Date—80

Note—118p. For related document see SP 017 992.

Pub Type—Reference Materials - Bibliographies (131)—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Resources, *Conservation (Environment), *Daily Living Skills, Elementary Secondary Education, *Human Body, Hygiene, Legal Responsibility, Nutrition, Physical Health, Safety, *Social Behavior

This bibliography consists of annotated listings of print and nonprint materials for grades K-12 on the following topics: (1) effects of drugs on the human body; (2) nutrition; (3) personal health; (4) environment protection; (5) using available community services; (6) legal and moral responsibility; (7) managing personal finances; (8) social values and behavior; and (9) personal relationships. Included for each item is the suggested interest level, and a description of the components of nonprint items. (JD)

ED 200 602 SP 017 992

Project Basic Instructional Guide, Volume II.

Survival Skills.

Maryland State Dept. of Education, Baltimore.

Pub Date—80

Note—136p. For related document see SP 017 991.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Community Resources, *Consumer Protection, *Daily Living Skills, *Ecology, Elementary Secondary Education, Human Body, Information Sources, Parent Responsibility, Physical Fitness, *Physical Health, Safety, *Social Behavior

This guide contains a variety of learning activities designed to increase students' knowledge on the following topics: (1) factors which affect an individual's physical, mental, and social health; (2) the use and control of nature and technological systems; (3) using human resources in meeting life needs and pursuing personal interests; (4) applying decision making skills to the solution of individual and community consumer issues and economic processes and problems; and (5) understanding the implications of effective group membership, including the responsibilities of parenting. Each unit specifies a goal, competency, and instructional techniques, in addition to suggested learning activities. (JD)

ED 200 603 SP 017 999

Martin, Peter H.

Profile Of A Rural Teachers' Center. Teachers' Center Exchange, Occasional Paper No. 2.

Far West Lab. for Educational Research and Development, San Francisco, Calif. Teachers' Centers Exchange.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Oct 80

Contract—400-80-0103

Note—17p. Parts may not reproduce clearly.

Pub Type—Collected Works - Serials (022)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cost Effectiveness, Informal Organization, Inservice Teacher Education, *Program Development, *Program Effectiveness, *Rural Schools, School Districts, *Teacher Centers, Teacher Participation, Teacher Workshops

Identifiers—*Project RISE

Project RISE (Regional In-Service Education) is an inservice center serving teachers, administrators, support staff and parents in central Connecticut. It began in 1976 with state funding, and serves 500 teachers in nine rural and small town districts. An initial needs assessment provided a basis for planning and responding to individual teachers' needs as well as producing regional programs. Inservice planning teams were established at every school in the region, with a RISE staff member acting as facilitator at meetings. One-shot workshops were the chief means of inservice until the limitations of such random and short term offerings were recognized. A transition point was reached in 1980 with a new district inservice format, involving small groups of teachers working together over a longer period of time, drawing increasingly on each other and their administrators instead of outside experts. Former teachers or local teachers on leave are employed by RISE to serve as consultant/advisers. A Teachers' Center Policy Board, a Superintendents' Advisory Council, and an Interdistrict Committee form the governance structure of RISE. (FG)

ED 200 604 SP 018 000

Watts, Heidi

Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 8.

Far West Lab. for Educational Research and Development, San Francisco, Calif. Teachers' Centers Exchange.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 80

Contract—400-80-0103

Note—13p. Parts may not reproduce clearly.

Pub Type—Collected Works - Serials (022)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anxiety, Beginning Teachers, *Developmental Stages, *Individual Development, Inservice Teacher Education, *Learning Processes, Master Teachers, Need Gratification, Professional Development, Self Esteem, *Teacher Centers, Teacher Effectiveness, *Teaching (Occupation), *Teaching Experience

The theory that there are stages in teachers' professional development suggests that those who aim to stimulate or support that growth must be sensitive to the stage each teacher is in. Three stages of development are described: the survival or beginning teacher stage; the middle stage, characterized by an increasing sense of comfort in the teacher role; and the mastery stage, characterized by a sense of confidence and ease. Teachers' center experience indicates that the formal and traditional forms of inservice programs decrease in value as teachers increase in mastery. Workshops and how-to courses are valuable to most first- and second-stage teachers, but helpful only occasionally for third-stage teachers. (JD)

ED 200 605 SP 018 005

Woellner, Elizabeth H.

Requirements for Certification For Elementary Schools, Secondary Schools, and Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-Sixth Edition.

Report No.—ISBN-0-226-90466-0

Pub Date—81

Note—237p.

Available from—University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637 (\$18.00).

Pub Type—Books (010)—Reference Materials -

Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Accrediting Agencies, *Administrators, *Certification, Elementary Secondary Education, Job Application, *Librarians, *School Counselors, *State Standards, *Teachers, Two Year Colleges

This book lists certification standards for teachers, school librarians, school counselors, and administrators in each of the fifty states and the District of Columbia. Types of degrees and specializations required, duration of the certification, and application procedures are outlined. The certification recommendations of the Middle States Association, the North Central Association of Colleges and Schools, the Northwest Association of Schools and Colleges, the Southern Association of Colleges and Schools Commission on Secondary Schools, and the American Association of Community and Junior Colleges are presented. Also included are sources of information regarding teacher applications in the United States possessions and territories. (CJ)

TM

ED 200 606 TM 810 013

Basic Skills Assessment Program. Parent Pamphlet, Teacher Pamphlet, and Administrator Pamphlet.

Dependents Schools (DOD), Washington, D.C.

Pub Date—[80]

Note—39p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, *Behavioral Objectives, *Educational Assessment, Elementary Secondary Education, Language Skills, Mathematics, *Program Descriptions, Reading Skills, Testing Programs, *Test Interpretation

Identifiers—*Basic Skills Assessment Program, *Dependents Schools

In the spring of 1980, the Department of Defense Dependents Schools (DODDS) completed its second year of basic skills testing. During the first year, the Basic Skills Assessment Program tested students' math skills in grades 7 and 11, and reading and language skills in grades 9 and 11. During the second year, the testing program was expanded to include the elementary grades. Basic skills performance in reading, math, and language was assessed in grades 3 and 11, math skills in grades 5 and 7, and reading and language skills in grades 4, 6, and 9. One of the major goals of the Basic Skills Assessment Program is to provide useful test data for program evaluation as well as individual diagnosis. These pamphlets are designed to inform parents, teachers, and administrators about the DODDS Basic Skills Assessment Program. Instructional goals for reading development, language arts, and mathematics are included at the various grade levels and measurement terms are defined. The administrator's pamphlet is designed to help him or her integrate results of the assessment with other input on student performance and program effectiveness, and to use these results to make instructional and curricular decisions. (Author/RL)

ED 200 607 TM 810 014

Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation, Spring, 1980. Summary Report.

National Evaluation Systems, Inc., Amherst, Mass. Spons Agency—Dependents Schools (DOD), Washington, D.C.

Pub Date—Sep 80

Contract—MDS-903-79-C-0020

Note—119p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Curriculum Development, *Educational Assessment, *Educational Quality, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, *Program Effectiveness, *Program Evaluation, *Social Studies, Student Attitudes, Student Evaluation, Teacher Attitudes

Identifiers—*Dependents Schools

The methodology and results of an assessment designed to determine the status of educational quality in grades 4, 8, and 11 social studies programs of the Department of Defense Dependents Schools (DODDS) is summarized. The assessment was part of the DODDS five-year curriculum development cycle comprised of the following phases: (1) deve-

lopment of objectives; (2) development of instructional (procedural) alternatives; (3) development of instructional (support) materials; (4) in-service education; and (5) evaluation. The social studies assessment represents the major evaluation activities occurring during 1979-80, the fifth year of the first five-year cycle for the social studies areas and includes results of more than 3000 students and several hundred educators who participated in the program evaluation activities. Objective referenced achievement tests, multiple choice questionnaires and personal interviews were used to obtain answers to questions relating to student knowledge, skills, attitudes, curriculum, and instruction. Descriptions of the design, development, and administration of the instruments are presented. The report addresses the most significant outcomes of the assessment with sufficient scope and depth to be useful in program development and improvement. (Author/RL)

ED 200 608 TM 810 030

Brinzer, Raymond J.

New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses.

West Virginia State Dept. of Education, Charleston. Pub Date—Feb 79

Note—36p. Paper presented at the Eastern Educational Research Association Conference (Kiawah Island, SC, February, 1979).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Conceptual Tempo, Difficulty Level, *Item Analysis, *Research Methodology, *Scoring Formulas, Test Items, *Test Reliability, *Test Validity

Identifiers—*Matching Familiar Figures Test (Kagan)

The problem engendered by the Matching Familiar Figures (MFF) Test is one of instrument integrity (II). It is delimited by validity, reliability, and utility of MFF as a measure of the reflective-impulsive construct. Validity, reliability and utility of construct assessment may be improved by utilizing: (1) a prototype scoring model that will enable development of MFF norms; and (2) item analyses (performed on MFF test items) results which will reveal good test items, reveal defective test items, provide a graphic display of item performance, explain the origin of the current imbroglio about MFF test reliability and validity, and indicate steps necessary to enhance MFF instrument and research integrity. The impulsive-deliberative score (ID Score) is discussed as a potentially better scoring procedure than the double median split procedure for users of reflective-impulsive category information. Despite the limitations and inchoate nature of the research presented in this paper, it would appear that research directed along similar lines would be in the best interests of the scientific method. (RL)

ED 200 609 TM 810 084

Schoenfeld, Alan H. Herrmann, Douglas J.

Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.

Hamilton Coll., Clinton, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—[80]

Grant—NSF-SED-79-19049

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cluster Analysis, *Cognitive Style, *College Mathematics, *College Students, Convergent Thinking, Higher Education, Prior Learning, *Problem Solving, *Professors

Although it is commonly assumed that increases in mathematical knowledge and problem-solving skill alter one's understanding of mathematical problems, little research exists to support this assumption. The present study investigated the relationship between mathematical background and problem perception in two experiments. Experiment 1 employed hierarchical clustering analysis to compare the way that experts (nine mathematics professors) sorted 32 mathematics problems typical of college mathematics courses with the way that novices (19 undergraduates) sorted the same problems. The experimenters assigned an a priori mathematical "surface structure" and a mathematical "deep structure" characterizations to each problem. "Surface structure" refers to the items described in

the problems themselves. "Deep structure" refers to the mathematical principles necessary for solution. Results indicated that the two groups use different criteria for considering problems to be related. Experiment 2 compared changes in mathematics problem perception of students who took a computer course during the same time period. Training in problem solving resulted in the experimental group's problem perception being more differentiated and more like that of experts. Appendices contain the 32 problems used in the experiments and the mathematics pretest. (Author/RL)

ED 200 610 TM 810 118

Ward, William C.
Evaluation of Videotaped and Live Theatre Auditions.

Educational Testing Service, Princeton, N.J.
Report No.—ETS-RR-80-35
Pub Date—Dec 80
Note—19p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, *Evaluation Methods, High Schools, *Talent Identification, Videotape Recordings
Identifiers—*Audition (Theatrical), *Scholars in the Arts Program

Theatre auditions by 24 semifinalists in the 1980 Scholars in the Arts program were evaluated under two conditions. Four judges ranked the live auditions, while five evaluated videotapes of the same performance of the high school seniors. The auditions were videotaped in black and white. A single camera was used, fixed at an intermediate distance so as to give a whole-body view. Tapes were mailed to the judges for viewing on playback equipment. Correlations between the two sets of assessments indicated considerable agreement across methods of evaluation, though they were not equivalent to one another. In the present sample, the use of videotapes for final decisions about nominations for awards would have resulted in a completely different group of nominees from those actually chosen. On the other hand, videotapes used as a screening device would have permitted a 60% reduction in those invited to give live auditions with a loss of only one individual who was eventually determined to be among or near the five most accomplished. Despite the limitations of this effort, its results point clearly to the usefulness of videotapes as a screening device. (Author/RL)

ED 200 611 TM 810 120

Davis, Donna G. Stecher, Brian
Administrative Style as a Predictor of Evaluation Utilization.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—21 Nov 80

Note—19p.: Paper presented at the Annual Meeting of the California Educational Research Association (San Mateo, CA, November 21, 1980).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Administrator Role, *Decision Making, Elementary Secondary Education, *Information Utilization, *Leadership Styles, Models, *Predictor Variables, *Principals, Program Evaluation

Data from interviews with elementary school principals are examined for insights into the impact of administrative style on evaluation utilization. Characteristics of 23 principals' administrative styles are classified as being either "compliance" (CO) or "non-compliance" (NCO) oriented. CO principals are characterized by the following: (1) focuses on implementing the policies of the Board of Education and on complying with federal guidelines; (2) has trouble identifying decisions made at the school site; (3) gives as reasons for decisions that they are program mandated; and (4) focuses on budgetary matters and other externally-monitored variables as factors leading to the decision. NCO principals are characterized by these factors: (1) views the school as an autonomous unit, with its own capabilities for decision making and problem solving; (2) readily identifies decisions that have been made locally; (3) gives internally generated data-based reasons for decisions; and (4) focuses on staff input as key decision variables. CO principals focus on the utilization of externally generated data,

e.g. standardized test data, for evaluation activities, whereas NCO principals focus on the utilization of internally generated data from staff meetings, needs assessment, criterion referenced tests, etc. (RL)

ED 200 612 TM 810 125

McBride, James R.

Adaptive Mental Testing: The State of the Art.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Spons Agency—Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.
Report No.—ARI-TR-423

Pub Date—Nov 79
Note—49p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Testing, Item Banks, Military Personnel, Psychological Testing, *Psychometrics, *Research Needs, Scoring, Test Construction, Test Format, Test Theory

Identifiers—*Adaptive Testing, Paper and Pencil Tests

In an adaptive test, the test administrator chooses test items sequentially during the test, in such a way as to adapt test difficulty to examinee ability as shown during testing. An effectively designed adaptive test can resolve the dilemma inherent in conventional test design. By tailoring tests to individuals, the adaptive test can approximately achieve the high point precision of a peaked test and can extend that high level of precision over the wide range of a uniform test. As a result, a well-constructed adaptive test should be more broadly applicable than a conventional test of comparable item quality and test length, since its precision characteristics make it useful for classification about one or many cutting points, as well as for measurement over a wide range. This paper defines adaptive mental testing in relation to conventional mental testing, outlines the major research issues in adaptive mental testing, and reviews the state of the art for each of the research issues. The research issues are: (1) psychometric theory; (2) design of adaptive tests; (3) scoring adaptive tests; (4) the testing medium; (5) item pool development; and (6) advances in measurement technology. (Author/RL)

ED 200 613 TM 810 147

Thelin, Annika Andrae

The PANG Project. Process Analysis of Non-Grading. Project No. 214.

Uppsala Univ. (Sweden). Inst. of Education.
Pub Date—Feb 81

Note—17p.
Journal Cit—Newsletter School Research; n2 Feb 1981

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Organization, *Educational Quality, Foreign Countries, Individualized Instruction, Junior High Schools, *Multigraded Classes, Sex Differences, Teacher Role

Identifiers—*Sweden

The quality of instruction may be similar in both traditional/graded and innovative/nongraded classrooms. This essay discusses the results of instruction observed in several nongraded (of varying degrees) Swedish schools serving grades 7-9. A multigraded organization requires more planning by teachers for individualization of instruction, and greater cooperation among members of the teaching team. Teachers in nongraded classrooms spend more time quiding their students' learning activities and less time completing administrative tasks. Pupils take a more active role in the educational process. Results indicate: (1) pupils in nongraded schools tend to take a more positive view toward classmates, teachers, and school than do pupils in graded schools; (2) girls, in both types of schools, do better on exams in mathematics and English than do boys; (3) whether students commute to school or board at school seems to be unrelated to their test scores; and (4) the type of school attended seems to be of minor importance to boys. It was concluded that nongraded instruction is a perfectly adequate alternative to graded instruction and it presents certain advantages in terms of satisfaction. (RL)

ED 200 614 TM 810 159

Anderson, Richard Ivan

A PLATO Probabilistic Testing System.

Pub Date—80
Note—16p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Testing, Data Collection, Feedback, *Probability, *Response Style (Tests), *Scoring Formulas, Test Items
Identifiers—*PLATO, *TUTOR Programming Language

Features of a probabilistic testing system that has been implemented on the "cerl" PLATO computer system are described. The key feature of the system is the manner in which an examinee responds to each test item: the examinee distributes probabilities among the alternatives of each item by positioning a small square on or within an equilateral triangle. Each of the three vertices corresponds to an item alternative. Responses are scored using an "admissible" probabilistic scoring function which enables examinees to maximize their scores in the long run if they honestly assign probabilities to alternatives. The difference between the score obtained by an examinee and the maximum possible score can be divided into two parts: (1) gain possible via a gain in knowledge about the topics covered by the test, and (2) gain possible via more appropriate assignments of probabilities to alternatives. The testing system splits the difference in this manner and reports the information to the examinee. Specific topics covered in the paper include: (1) triangle response aid; (2) scoring function; (3) performance feedback; (4) before, during, and after test administration; (5) restrictions placed on tests; (6) system TUTOR code; (7) system use; and (8) data collection. (RL)

ED 200 615 TM 810 165

Richardson, Rita Thompson, Bruce

Measuring Power Orientations of School Administrators.

Pub Date—81
Note—12p.: Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Behavior Theories, *Leadership, *Power Structure, Teacher Administrator Relationship, Teachers, Test Validity

Identifiers—*Power Perception Profile

The validity of an instrument which purports to measure followers' perceptions of a leader's power base usages, the Richardson Power Profile (RPP), was investigated. Also compared were the perceptions of power base usage derived by concurrently administering two instruments, the RPP and the Power Perception Profile-Perception of Other. Teachers and administrators were the subjects of this study; intraindividual stability of perceptions reported across the two instruments, irrespective of role, were studied. Both instruments differed in format (normative and ipsative). Results suggest that the RPP is a reasonably valid measure of power base usage. Also concluded was the notion that ipsative or quasi-ipsative formats should only be employed when social desirability or other factors severely distort response patterns, and although these factors influence self-perceptions of power base usage, the impacts on perceptions of others are probably minimal. (GK)

ED 200 616 TM 810 167

Horne, Marcia D.

Assessment of Classroom Status: Using the Perception of Social Closeness Scale.

Pub Date—77
Note—21p.: A preliminary revision of this paper was presented at the Annual Meeting of the American Psychological Association (86th, San Francisco, CA, August, 1977).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, Elementary Secondary Education, *Peer Acceptance, Student Attitudes, Teacher Attitudes, *Test Construction, *Test Reliability, *Test Validity

Identifiers—*Likert Scales, *Perception of Social Closeness Scale

The construction and evaluation of the Perception of Social Closeness Scale (PSCS) is described. The

PSCS, designed to measure classroom social distance, is modeled after the Classroom Social Distance Scale and is constructed in a manner to be used with classroom teachers. Following a description of the scale's development, items were selected to construct a five item scale with consideration given to ambiguity (as evidenced by low Q values), the relevance of the items content, and the need for statements representing varying degrees of acceptance along the continuum from positive to negative. The format of the PSCS requires a horizontal placement of subjects and a vertical listing of statements. Classroom students and teachers are asked to place a check in the space opposite the one statement which most clearly expresses their feelings about the person. Test-retest reliability for PSCS gave a Pearson r of .780, using 29 grade 2 students on two consecutive days. Reliability using 20 teachers gave an r of .924. Concurrent validity gave a Spearman rank correlation coefficient of .971 for 10 boys and .772 for 11 girls using 21 grade 3 students on two consecutive days. (RL)

ED 200 617 TM 810 173

Froman, Robin D.

Ability Grouping: Why Do We Persist and Should We.

Pub Date—Apr 81

Note—25p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, *Educational History, *Educational Practices, *Educational Research, Elementary Secondary Education, *Literature Reviews, *Research Problems

Research data on ability grouping collected from the 1920s on, with particular emphasis on the last two decades, are summarized. This review of the literature was originally intended to follow meta-analysis procedures, but that type of analysis had to be abandoned because only 11 of the 20 research studies published in the 1920s used any form of control group. Things improved only slightly by the 1970s with two thirds of the major studies of ability grouping in the United States using some form of control group. Unfortunately, the control groups were often intact schools with numerous between school differences in both student and teacher populations. Other characteristics of the quantitative literature which preclude a valid meta-analysis approach are undefined or inconsistent criteria for forming ability groups, undefined, vague or single-study unique criteria for comparing grouped and non-grouped classes, and combining treatment (grouped) and not-treatment (no ability grouping) conditions for individual children. In addition, a great many of the important articles on ability grouping are qualitative and based upon subjective rather than objective data. Along with a tabular summary of the quantitative studies, an overview of qualitative studies and discussions of ability grouping are presented. (Author/RL)

ED 200 618 TM 810 174

Brenden, Dan

Target Evaluation System.

Pub Date—10 Mar 81

Note—14p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, College Instruction, *College Students, *Computer Oriented Programs, *Course Evaluation, Evaluation Methods, Higher Education, Item Banks, Management Information Systems, Models, *Student Evaluation of Teacher Performance

Identifiers—*Instructor and Course Evaluation System, Likert Scales, *Target Planning

The Instructor and Course Evaluation System (ICES) is a computer-based system for obtaining student ratings of instructors and courses. To use ICES, an instructor will choose 23 evaluative items from an item catalog. These items are then printed on a standard form. Students respond to these items using a five position scale. On the back of the form, students are given an opportunity to voice their personal comments by responding to a series of open-

ended type questions. The completed ICES forms are then scored by computer and a statistical analysis is returned to the instructor. The information received from the students provides direction as to where to look for problem areas. When a weak area is found, a form is developed which evaluates the exact dimensions of the target. On the basis of this evaluation the instructor will be able to determine the seriousness or superficiality of the problem area and plan appropriate strategies. Once the strategies are implemented, it must be determined as to what degree the target have been eliminated. Feedback is provided by administering a specialized ICES form and then analyzing the results. Appendices include instructions on the use of ICES, as well as special forms. (RL)

ED 200 619 TM 810 184

Michener, R. Dean And Others

Automating Exams for a Statistics Course: II. A Case Study.

Pub Date—May 78

Note—40p.: Paper presented at the Annual Convention of the Association for Educational Data Systems (16th, Atlanta, GA, May 16-19, 1978).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Testing, Computer Programs, Higher Education, *Item Banks, *Statistics, *Test Construction

Identifiers—*Statistical Test Item Collection System

A specific application of the process of automating exams for any introductory statistics course is described. The process of automating exams was accomplished by using the Statistical Test Item Collection System (STICS). This system was first used to select a set of questions based on course requirements established in advance; afterward, STICS was utilized to generate multiple exams from this collection of questions. The procedure for automating exams involved five steps: (1) establishing course objectives for the material to be covered; (2) selecting a question frame, or collection, to reflect the established objectives; (3) editing and extensive review of the questions considered for use; (4) refining the question frame and possible additions to it; and (5) generating exams using the conversational program BEGET. These five steps were covered in detail. The exam production process was illustrated by applying STICS in the context of an imaginary course that purported to promote student adoption of the critical, questioning outlook expressed in Huff's book, *How to Lie with Statistics*. Fifteen objectives defining what is expected of students completing the course, and exam questions and answers are provided in appendices. (Author/RL)

ED 200 620 TM 810 185

Pace, C. Robert Friedlander, Jack

The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often"?

Pub Date—Apr 81

Note—21p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, *College Students, Comparative Analysis, Definitions, Higher Education, Individual Differences, *Semantics, *Student Attitudes

Identifiers—*Paces College Student Experiences Questionnaire

Many educational and psychological survey questionnaires contain item response categories which may have different meanings to different people. Students who had previously answered Pace's College Student Experiences questionnaire by checking one of four response categories (i.e. never, occasionally, often, very often) were selected to obtain a second set of responses to seven of the activities in order to test the extent of divergent meanings. Students from eight colleges representing four types of institutions were asked to indicate "never," "once or twice during the year," "about three to six times during the year," "about one or twice a month," "about once a week," or "more than once a week" to the following activities: (1) used library card catalogue; (2) made appointment with a faculty member; (3) summarized class notes; (4) attended a student event; (5) asked opinion of peers on one's writing ability; (6) identified with a character in a

book; and (7) had philosophical discussion with peers. Results indicated overlap between what is meant by occasionally, often, and very often. These terms signified somewhat greater frequency at selective liberal arts colleges and somewhat less frequency at comprehensive colleges, with denominational colleges and state universities falling in between. (RL)

ED 200 621 TM 810 186

Bulcock, Jeffrey W.

The Problems of Multiple Feedback Estimation.

Alberta Univ., Edmonton.; Memorial Univ., St. John's (Newfoundland).

Spons Agency—Natural Sciences and Engineering Research Council, Ottawa (Ontario); Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—4 Mar 81

Grant—A3960

Note—22p.: Paper presented at WASA Conference (Winnipeg, Manitoba, March 4, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, Elementary Education, Error of Measurement, Grade 4, *Least Squares Statistics, *Mathematical Models, *Predictive Validity, Psycholinguistics

Identifiers—*Multicollinearity, *Normalization Regression Estimation, Ridge Regression Analysis

The use of two-stage least squares (2SLS) for the estimation of feedback linkages is inappropriate for nonorthogonal data sets because 2SLS is extremely sensitive to multicollinearity. It is argued that what is needed is use of a different estimating criterion than the least squares criterion. Theoretically the variance normalization criterion has superior properties. When two-stage normalization regression (2SNR), which uses the variance normalization criterion, is used to estimate a psycholinguistic model of grade 4 literacy and numeracy, the multiple feedback parameters were shown to be more stable than those generated by the 2SLS technique. Thus, at the grade 4 level intuitive linguistic strategies were more influential in accounting for literacy and numeracy than formally learned strategies. The relationships between basic skills on the one hand and between literacy and numeracy on the other were mutually reinforcing, and the basic skills were found to be important variables mediating the relationship between cueing strategies and the acquisition of literacy and numeracy. Though the 2SNR technique in practice seemed to have important advantages over 2SLS, Monte Carlo simulations have to be conducted before it can be recommended as the standard nonrecursive estimating procedure. (Author/RL)

ED 200 622 TM 810 195

Bieger, George R. Hirschfeld, Rafael

Eye Movement Instrumentation for Reading Research.

Pub Date—13 Apr 81

Note—17p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Programs, *Data Analysis, *Data Collection, *Eye Movements, *Instrumentation, Measurement Techniques, *Reading Research

A method and apparatus for collecting and interpreting eye movement data is described that is both relatively inexpensive and portable. The study lists and describes hardware and software components of a data collection and data analysis system which provides precise information regarding the location, duration, and sequence of eye fixations while reading materials composed of both text and pictures. Equipment discussed included: (1) Gulf and Western Model 106 Eye-trac system; (2) JVC KD-A2 stereo cassette deck; (3) Data Translation DT2762 A/D converter; (4) PDP-11/03 computer system; and (5) Hewlett-Packard 7221B plotter. Software discussed included: (1) MAP—creates a map of target locations in the stimulus; (2) ITRAK—obtains the boundary coordinates of the display region and interfaces the A/D converter and the micro-computer; (3) MATCH—takes the eye movement data from ITRAK and produces a summary listing, on

the terminal, of eye positions and the time spent at each location; and (4) PLOT (optionally)—makes a scaled reproduction of the stimulus and plots the eye positions on this depiction. Procedures are described for collecting eye movement data in non-laboratory settings such as classrooms. (Author/RL)

ED 200 623 TM 810 207

Cason, Gerald J.
Clinical Rating Project Interim Report Number 3: Background and Status.

Pub Date—Feb 81
Note—33p.; Parts of appendix may be marginally legible.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Rating Scales, *Clinical Experience, Computer Programs, Field Tests, Higher Education, *Information Processing, Medical Students, Program Design, *Program Development, Program Implementation, *Student Evaluation

Identifiers—*Progress Reporting

A substantial and indispensable portion of the training of health professionals must be conducted in clinical settings and is performance oriented rather than cognitively oriented. Evaluation methods usually require reliance upon check lists and rating scales and capture a large volume of information in order to accurately reflect the complexity of the clinical setting and the performance of the student in it. In order to correct the problem of information overload usually present in the manual evaluation of the clinical performance of students, a "student clinical-performance information processing system" is developed and described. Various stages in the development of the project are reported and include: (1) developing an experimental clinical rating inventory (CRI); (2) developing a machine-readable rating form using the CRI; (3) developing a rudimentary computer program for processing data obtained from the CRI; (4) preliminary field trials of the CRI and processing program; (5) recommendation by an Academic Computer Users Committee that a new high speed optical reader be acquired; (6) redesign of the CRI; and (7) conversion of the old scoring system to the new reader. Currently, programs are being written to replace the prototype program. (Author/RL)

ED 200 624 TM 810 209

Guskey, Thomas R.
Differences in Teachers' Perceptions of the Causes of Positive Versus Negative Student Achievement Outcomes.

Pub Date—Apr 81
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Attitude Measures, *Attribution Theory, Correlation, Elementary School Teachers, Elementary Secondary Education, High Achievement, *Locus of Control, Low Achievement, Multivariate Analysis, Secondary School Teachers, *Teacher Attitudes, *Teacher Effectiveness

Past research on teachers' causal attributions has shown little relation between perceptions of responsibility for positive versus negative student learning outcomes. In this study, Weiner's model for causal attributions was employed to explore these perceived attributional differences. Data were gathered from 184 teachers from two metropolitan school districts. Of the 184 teachers, 60 taught grades 1-8, 124 taught grades 9-12; 69 were male, all of whom taught at the secondary level. Teachers were asked to complete a questionnaire which asked them to divide 100 percent among four probable causes for a classroom situation in which they were either particularly successful or unsuccessful with a group of students. Causes related to their teaching abilities, effort put into teaching, difficulty of the task and luck. Statistically significant differences between attributions for positive versus negative outcomes were identified along the dimensions of both internality/externality and stability of cause. Relations to overall efficacy, teaching experience, grade level taught, and teacher gender were also explored. However, only grade level differences were found to be statistically significant. Elementary teachers tended to attribute their lack of success to lack of

effort more than did secondary teachers. (Author/RL)

ED 200 625 TM 810 210

DeOlden, Caroline
Evaluation as an Effective Strategy for Instructional Improvement: Essential Conditions for Implementation.

Pub Date—13 Apr 81
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Educational Assessment, Elementary Secondary Education, *Instructional Improvement, *Program Evaluation
As the emphasis on the inclusion of evaluation and assessment activities in the development and implementation of various school programs has increased, so has the need to address the question of whether or not these strategies can or do effectively assist in bringing about school change or program improvement. The following are conditions or factors which, from a practitioner's viewpoint, are essential to successful implementation of districtwide or school evaluation systems: (1) impetus or commitment from "top" levels of the system or unit; (2) evaluation and testing systemwide (unit-district, school, department, etc.); (3) felt need of expected participants; (4) intent to evaluate linked to action; (5) ownership—evaluation for instructional improvement needs to be internal in nature if instructional quality is the criteria; (6) agreement on purpose and activities; (7) evaluation should be ongoing and cyclical and should include analysis and feedback, determined need, developed action, and implementation action; (8) process of continued monitoring, assistance, and education for those involved; (9) provision of continuing education in evaluation methods; (10) never assume anything without adequate information; (11) provide the mechanics or necessary material; and (12) evaluation must be considered as a continuing process rather than a single event. (RL)

ED 200 626 TM 810 211

Strasler, Gregg M. And Others
An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting.

Pub Date—Apr 81
Note—78p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Behavioral Objectives, Citizenship Education, Compensatory Education, *Competency Based Education, Consumer Education, Elementary Secondary Education, *High Schools, Language Arts, *Mastery Learning, Mathematics, *Middle Schools, Minimum Competency Testing, *Program Effectiveness, *Program Evaluation, Remedial Instruction, Science Education, Social Studies

Identifiers—*Comprehensive Tests of Basic Skills, *Elementary Secondary Education Act Title IV, South Carolina

The Competency-based Middle School Program (grades 6-8) and the Competency-based Secondary School Project (grades 9-11) were funded by the South Carolina State Department of Education under the Elementary Secondary Education Act Title IV-C. These programs were to provide instruction based on the principles of mastery learning in helping middle school students gain the necessary skills in language arts, mathematics, science, and social studies to continue learning in the school environment, and to equip secondary school students with skills in language arts, mathematics, consumer economics, and citizenship that they will need as citizens, consumers, and employees. Evaluation utilizing comparison group designs were conducted, and compared the performance of students receiving corrective instruction with an equivalent control group who had not. Results of analysis of data from locally developed summative tests revealed positive trends in the attainment of competencies in mathematics (grades 6, 7, 8, 9, 10), science (grades 6, 8), social studies (grade 6), language arts (grades 9, 10, 11), and consumer economics (grade 9), but not in language arts (grades 6, 7, 8), science (grade 7),

social studies (grades 7, 8), and citizenship (grade 9). (Author/RL)

ED 200 627 TM 810 212

Blust, Ross S. Kohn, Richard L.
An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment.

Pennsylvania State Dept. of Education, Harrisburg. Pub Date—Apr 81

Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Los Angeles, CA, April 11-17, 1981).
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Basic Skills, *Comparative Testing, *Correlation, Elementary Education, Elementary School Mathematics, *Grade 5, *Grade Equivalent Scores, Reading Skills, Standardized Tests, State Programs, Test Interpretation, Writing Skills

Identifiers—*Pennsylvania Educational Quality Assessment, *Percentile Ranks

An apparent discrepancy between building level scores in basic skills produced by Pennsylvania's state assessment program (EQA) and building summary scores, generally a grade equivalent, provided by commercial standardized achievement tests is investigated. The impetus for the study came from occasional reports by school administrators that their school level grade equivalent suggested above average performance while the state assessment percentile rank seemed low by comparison. Achievement test scores at the building level, obtained from approximately 302 school districts, were merged with state assessment scores in reading, writing skills and mathematics for grades 5, 8, and 11. Correlations in the .70 to .85 range revealed a similar rank ordering of schools by commercial and state assessment tests. Rather than average building performance being equivalent to the grade-month of testing, as believed by many administrators, the distribution of building mean scores for several commercial tests indicated that "average" corresponded to a grade equivalent of six months to a year beyond that point. Commercial achievement test scores examined included those from the California Achievement Tests, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Science Research Associate Assessment Survey and the Stanford Achievement Test. (Author/RL)

ED 200 628 TM 810 213

Cason, Gerald J.
Guidelines for Objective Testing of Students.
Arkansas Univ. for Medical Sciences, Little Rock. Pub Date—Mar 78

Note—62p.
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Tests, *Objective Tests, *Scoring, *Test Coaching, *Test Construction, *Testing, *Test Interpretation

Guidelines developed specifically for cases in which objectively scored written tests are to be used are described. When objective cognitive tests are properly built and used, they can serve four educationally important functions. These tests provide the instructor information on what a student can and cannot do. The instructor needs this information both to select and/or design further instruction and to decide if and/or when a student is qualified for advancement to the next unit, block, course, or level of instruction. Well constructed and properly used objective cognitive tests provide the student a guide to study and confirmation of what he is able to do. Sections provide guidelines for: (1) constructing the test; (2) informing the students about the test; (3) giving the test; (4) scoring and analyzing the test; and (5) reporting results of the test. In addition to the guidelines, some explanatory material and supporting rationale are provided. (Author/RL)

ED 200 629 TM 810 214

Guskey, Thomas R.
The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement.

Pub Date—Apr 81

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Aptitude, Control Groups, *Correlation, Elementary Secondary Education, Experimental Groups, High Schools, Inservice Teacher Education, *Instructional Improvement, Intermediate Grades, *Mastery Learning, *Teacher Effectiveness

Identifiers—*Teacher Expectations

The influence of change in teachers' instructional effectiveness upon the relationship between their expectations for students' performance and student achievement outcomes is investigated. Data were gathered from 44 intermediate and high school level teachers who participated in an inservice training workshop on mastery learning strategies. Correlations between teachers' initial expectations for students' achievement and students' final examination scores, final grades, and teachers' follow-up expectations for students, were all significantly lower in mastery classes of those teachers who experienced some positive change in their instructional effectiveness. The degree of change in instructional effectiveness was determined by comparing each teacher's mastery and control classes in terms of the following two outcome measures: (1) percent of students in each class receiving an A or B as course grade; and (2) average percent correct on a common course examination. Implications regarding related teacher perceptions and classroom behaviors are discussed. (Author/RL)

ED 200 630 TM 810 215

Bowker, Richard. Trafton, Richard S.

The Influence of Perceptual Speed on Performance Versus Paper-and-Pencil Measures of Spatial Ability. Technical Report 1981-4.

Pub Date—Apr 81

Note—16p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th. Los Angeles, CA. April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation, Factor Structure, *Performance Tests, Sex Differences, *Spatial Ability Identifiers—Kit of Reference Tests for Cognitive Factors, *Paper and Pencil Tests, *Perceptual Speed

The effect of perceptual speed on performance and paper-and-pencil measures of spatial ability is examined. Perceptual speed is defined as speed in comparing figures or symbols, scanning to find figures or symbols, or carrying out other very simple tasks involving visual perception. It was hypothesized that perceptual speed would have more influence on the paper-and-pencil measures because of the similarity of the tasks, and that the influence would be different for males and females. Seven hundred males and 700 females were administered a battery of tests including a measure of perceptual speed and performance measures of spatial ability from the Johnson O'Connor Research Foundation aptitude test battery, and paper-and-pencil measures of spatial ability from the Kit of Factor-Referenced Cognitive Tests. The paper-and-pencil measures had higher correlations with the measure of perceptual speed for both males and females. Factor analysis showed that inclusion of a perceptual speed factor did not affect the factor patterns for males and females, but did cause some changes in the factor loadings for females. (Author/RL)

ED 200 631 TM 810 217

Diamond, Esther E.

Item Bias Issues: Background, Problems, and Where We Are Today.

Pub Date—Apr 81

Note—25p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th. Los Angeles, CA. April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, Psychometrics, *Test Bias, Testing Problems, *Test Items, Test Validity

Identifiers—Content Validity, Criterion Related Validity, Social Justice, Test Publishers

As test standards and research literature in general indicate, definitions of test bias and item bias vary considerably, as do the results of existing methods of identifying biased items. The situation is fur-

ther complicated by issues of content, context, construct, and criterion. In achievement tests, for example, content validity may impose demands that necessitate inclusion of some items identified as biased or marginally biased. Or—a question raised by a number of researchers—after biased items have been eliminated or, within the limitations of content requirements, have been balanced with items biased in the other direction, does the test measure the same construct for each group under consideration? Other questions involve the assessment of test fairness in the presence of external criteria and in the absence of such criteria, as well as the determination of what constitutes an adequate criterion measure. The state of the art with reference to these questions and to the issues of social justice associated with test bias is reviewed, as well as procedures employed by various publishers of achievement and aptitude tests to detect item bias and to minimize bias in the final tests. (Author/RL)

ED 200 632 TM 810 218

Douglass, James B.

Item Bias, Test Speededness, and Rasch Tests of Fit.

Spons Agency—Educational Testing Service, Princeton, N.J.; Michigan State Univ., East Lansing.

Pub Date—Apr 81

Note—18p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th. Los Angeles, CA. April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, *Computer Programs, Correlation, *Difficulty Level, *Goodness of Fit, Higher Education, Latent Trait Theory, Mathematical Models, Racial Bias, Response Style (Tests), Sex Differences, *Test Bias, *Test Items, Vocabulary, White Students

Identifiers—BICAL Computer Program, Factor Invariance, Item Position (Tests), Kuder Richardson Reliability Formulas, LOGIST Computer Program, *Rasch Model, Spearman Rank Correlation Coefficient, *Speededness (Tests)

Relationships between item bias, item difficulty invariance, Rasch tests of item fit, and item position in a speeded 72-item Michigan State University Vocabulary Placement Test were investigated using 143 black males, 289 black females, 2,953 white males and 3,271 white females. Measures of item bias and item difficulty invariance were determined and compared for the one-parameter logistic item-response model using the BICAL and LOGIST computer programs. The emphasis was not upon detection of bias, but rather upon the effects of bias. The BICAL program scores as incorrect those items omitted or not reached by an examinee. The LOGIST program treats item responses differently depending upon whether an item is considered to be correctly answered, incorrectly answered, omitted or not reached. In this study, the BICAL estimates were found to be subject to ethnic bias due to test speededness; this effect was not present in the LOGIST estimates. Item difficulty invariance was related to several Rasch tests of fit for the BICAL estimates. (Author/RL)

ED 200 633 TM 810 219

Green, Kathy

Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety.

Pub Date—Apr 81

Note—17p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th. Los Angeles, CA. April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Difficulty Level, Graduate Students, Higher Education, *Multiple Choice Tests, Personality Measures, *Response Style (Tests), *Test Anxiety, *Test Items

Identifiers—*Answer Changing (Tests), *Sarason Test Anxiety Scale

Item response changing as a function of test anxiety was investigated. Seventy graduate students enrolled in a basic statistics course completed 73 multiple-choice items on the course content and the Test Anxiety Scale (TAS). The TAS consisted of 25 items that students indicated were descriptive (true) or not descriptive (false) of themselves. Students were classified as high, moderate, or low-anxious

based on their TAS scores. Changed answers on the multiple-choice items were identified by inspection of the tests as well as marksense sheets and were classified as correct changes (wrong-to-right), incorrect changes (right-to-wrong), and neutral changes (wrong-to-wrong). Students were unaware of the nature of the research project when taking the tests. Data supported the hypothesis that high test anxious students make more item response changes than low test anxious students. Results also suggested that both high and low anxious students profit to a similar extent proportionally from answer changing. It was further found that more responses were changed on difficult than on easy items for both high and low anxious students. Test anxiety is suggested as a factor forming test-taking style. (Author/RL)

ED 200 634 TM 810 221

Stallings, Jane A.

Measuring Program Implementation in Seven Follow Through Models.

Pub Date—Mar 81

Note—33p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Observation Techniques, *Comparative Analysis, *Compensatory Education, Evaluation Criteria, Grade 1, Grade 3, *Models, Primary Education, *Program Implementation

Identifiers—*Classroom Observation Instruments, *Project Follow Through

A comprehensive observation study of classroom processes and instructional practices in Follow Through Planned Variation projects (FT) was completed in August of 1974. FT was evaluated primarily to determine whether educational innovators were able to implement their model programs of compensatory education in several diverse sites. Thirty six projects included in the sample represented seven sponsors of educational models, all geographic regions, urban and rural areas, several racial and ethnic groups, and a total of 136 grade 1 and 137 grade 3 classrooms. The Classroom Observation Instrument was employed to gather data of the following three types: (1) physical environment, materials, and seating arrangements; (2) grouping of children and teaching staff and recording of all classroom activities; and (3) interactions between adults and children. Each classroom was observed three days for five hours each day. The degree of implementation was defined as the extent to which a sponsor had been able to influence teachers in different sites to follow model specifications in their classrooms. Two criteria were used to judge implementation: (1) the similarity between the classrooms when compared on sponsor selected variables and (2) the difference between sponsor classrooms from non-FT classrooms. (RL)

ED 200 635 TM 810 222

Edenhart-Pepe, Michael. And Others

Who Is Engaged More—Teacher or Students? An Analysis of How Activity Structures Affect Student Learning Engagement.

Pub Date—Apr 81

Note—17p.: Paper presented at the Annual Meeting of the American Educational Research Association (65th. Los Angeles, CA. April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Arithmetic, *Class Organization, *Classroom Observation Techniques, Elementary Education, *Learning Activities, Reading Instruction, *Student Behavior, *Teacher Participation Identifiers—Recitation

Structural characteristics of classroom activities and student and teacher engagement behaviors were investigated. Observer teams collected data on the structure of activities, student engagement behaviors, and teacher behaviors in arithmetic and reading lessons in six elementary classrooms in a middle class, suburban school district. The structure of academic activity was characterized by six dimensions (group size and teacher presence, supervision, student choice of work group, task, process, and product) jointly referred to as structural configurations. Three general structural configurations were predominant: (1) recitation, characterized by large, teacher-directed group activity; (2) class-task, characterized by various assignments being given to small groups or individuals; and (3) multitask, which typically involves independent work of individual

dividuals or small, student-directed groups and had the greatest amount of student choice in terms of specific tasks, work partners, processes for completing tasks, and products or outcomes of tasks. Structural changes occurred throughout lessons, but the frequency and extent of the changes varied across teachers. Teachers obtained comparable student engagement levels in different ways. Student engagement appeared to interact with activity structure and teacher engagement. A reliable, cost-effective method was developed. (Author/RL)

ED 200 636 TM 810 223

Plake, Barbara S. And Others

A Validity Investigation of the Achievement Anxiety Test.

Pub Date—Apr 81

Note—16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Los Angeles, CA, April 11-17, 1981). Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation. *Factor Structure. Higher Education. Orthogonal Rotation. *Predictive Validity. *Test Validity

Identifiers—*Achievement Anxiety Test. ACT Mathematics Placement Examination. Mathematics Anxiety Rating Scale. State Trait Anxiety Inventory (Spielberger)

The concurrent validity of the Achievement Anxiety Test (AAT) and its factor structure are investigated to provide empirical evidence about the quality of AAT. State and trait anxiety were measured by State and Trait Anxiety Inventory (STAI), mathematics anxiety was assessed by a 24-item revised version of the 98-item Mathematics Anxiety Rating Scale (MARS-revised), and mathematics achievement was measured by a 48-item mathematics test derived from ACT's College Mathematics Placement Program (MT). The 19-item AAT consisted of two hypothetically independent subscales: facilitating (AAT+) and debilitating (AAT-). Mean and standard deviations for all tests were calculated, and a correlation matrix was completed which showed the instruments' interrelationships. A principal component factor analysis specifying a two factor solution was elected to provide a check on the soundness of considering AAT as being comprised of two independent factors. Results of the two factor varimax rotation showed that 16 of the 19 items had sufficiently high loadings on either of the factors, using .40 as the cutoff value. (RL)

ED 200 637 TM 810 227

Jean, Paula J. And Others

Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs.

Pub Date—Apr 81

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures. *Counselor Attitudes. *Counselor Training. Higher Education. *Sex Role. *Test Validity

Identifiers—Paper and Pencil Tests. *Repeated Measures Design. *Salient Issues (Jean et al)

Salient Issues (SI) is a paper-and-pencil test designed to measure a subject's tendency to consider sex role issues as salient ones within the counseling experience. Issues within the instrument are masked. SI is intended for use in a repeated measures design in order to assess trends within groups and across groups. In this study, the construct validity of SI is investigated. Eight male and 10 female students in three graduate courses—Sex Roles in Counseling (SRIC), Practicum Counseling (PC), and Multivariate Analysis (MA)—completed SI at the beginning, the middle, and the end of the semester. Subjects were asked to rank order the following subscales: (1) promoting sex role insight; (2) focusing on communication skills; (3) stimulating information gathering; (4) facilitating compromise; and (5) helping the client adjust to the situation. A two factor mixed-model Multivariate Analysis (MANOVA) was selected: Group (SRIC, PC, MA) was considered a between factor and time (beginning, middle, end) was deemed a within factor. Rank was considered a dependent measure. Each subscale was analyzed separately. A trend in the data revealed that the subscale, "promoting sex role insight," appeared to be sensitive to the sex role

awareness instruction in both importance and rank. (Author/RL)

ED 200 638 TM 810 229

Caulley, Darrel N.

On the Nature of Normative Statements.

Pub Date—Apr 81

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Definitions. Evaluation. Research Reports

Identifiers—Inference. *Normative Statements

Evaluation reports contain many statements which can be termed normative statements. Normative statements say or imply that something is good or bad, better or worse, ought to be or ought not to be. Non-normative statements are statements that are value-neutral, ones that do not express (or are not intended to express) value judgments. Non-normative statements include reports, descriptions, or assertions either true or false used to express matters of empirical or logical fact. Normative as well as non-normative statements can be appraised as true or false. It is important that normative claims be based on factual evidence as well as on valid reasoning. (Author)

ED 200 639 TM 810 233

McIntyre, Diane H.

The National Diffusion Network; A Network Assisting Schools to Adopt Exemplary Programs.

Pub Date—13 Apr 81

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Federal Programs. *Program Descriptions. Program Effectiveness

Identifiers—*National Diffusion Network

Established in 1974, the National Diffusion Network (NDN) is a diffuse association of primarily school-based instructional or other education programs that have been approved for nationwide dissemination by a federal panel, the Joint Dissemination Review Panel (JDRP). Five principles of NDN are: (1) those who develop a program are best qualified to demonstrate it to others; (2) whatever is to be demonstrated and shared must represent quality; (3) a diversity of offerings should be available; (4) informal structure, lateral communication, and a philosophy of mutual help among coequal projects are more effective than a highly structured organization; and (5) money is needed if demonstration and dissemination are to be carried out. With JDRP approval, a project automatically is part of the NDN and is described in its annual catalogue, Educational Programs That Work. Results of studies are presented to support NDN's past effectiveness. Looking toward the future, questions relating to the following topics are raised: (1) financial survival; (2) number of projects to be supported; (3) projects to be supported number of project adoptions; (4) NDN growth; and (5) ultimate effect of the new requirement that all JDRP-approved projects must resubmit every four years in order to remain in the NDN. (RL)

ED 200 640 TM 810 234

Duby, Paul B.

Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach.

Pub Date—Apr 81

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement. Attendance. *Attribution Theory. Correlation. *Mastery Learning. *Models. Student Attitudes. Time Factors (Learning). Two Year Colleges

Identifiers—*Adult Achievement Responsibility Scale. *Effort

The role of attributions in achievement situations is examined, as well as whether attributions can be altered by the implementation of specified instruc-

tional conditions. One hundred eighty nine students from four campuses of a city consolidated community college system were divided into two groups and taught over an 18-week semester by: (1) experienced teachers under mastery learning conditions; or (2) other techniques (controls). The Adult Achievement Responsibility (AAR) scale was used to collect attributional information and was administered in the third, tenth, and seventeenth weeks of instruction. An individual's AAR score was defined as the total number of internally oriented choices selected by the student. Student effort was assessed by observation of overt time-on-task behaviors, and by collecting data on the student's patterns of classroom absenteeism. Achievement was considered to be a cognitive measure of the student's level of performance on formative and summative examinations, as well as his or her final grade in a course. Results indicated that an individual's attributions are significantly related to measures of effort and achievement, but are manipulable only when certain learning conditions can be achieved. The 26-item AAT instrument is appended. (Author/RL)

ED 200 641 TM 810 235

Lambrecht, Judith J.

Lambrecht Shorthand Aptitude Test and Teacher's Manual.

Spons Agency—Minnesota Univ., Minneapolis. Coll. of Education.

Pub Date—81

Note—46p.

Available from—Judith J. Lambrecht, 270 Peik Hall, 159 Pillsbury Dr. S.E., Dept. of Vocational and Technical Education, University of Minnesota, Minneapolis, MN 55455. (\$5.00 each).

Pub Type—Speeches/Meeting Papers (150)—Guides—Classroom—Teacher (052)—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement. *Aptitude Tests. Correlation. Dropout Rate. High Schools. Scoring. *Shorthand. Test Interpretation. Test Norms. *Test Reliability. *Test Validity

Identifiers—Dictation. *Lambrecht Shorthand Aptitude Test. *Test Use

An aptitude test requiring 10-minutes' administration time was administered to high school students learning Forkner, Century 21, and Gregg shorthand for the purpose of determining test validity for different shorthand systems. Validity data were obtained from approximately 2000 students. Aptitude test reliability ranged from KR20=.88 to 0.90. Validity coefficients with shorthand dictation achievement ranged from $r=.44$ to 0.55 . Because of significant differences in student achievement with different shorthand systems, the aptitude test may be used along with other student background information to assist students and teachers in choosing among alternative shorthand systems. The Lambrecht Shorthand Aptitude Test (LSAT) Test Booklet is appended to the Teacher's Manual. The Teacher's Manual contains the following six sections: (1) Purpose of the LSAT; (2) Administering the LSAT; (3) Scoring the LSAT; (4) Interpreting LSAT scores; (5) Technical Data from Three Validations Studies; and (6) Collecting Other Validity Data. (Author/RL)

ED 200 642 TM 810 237

Cichon, Donald J. And Others

Impact of a Process Evaluation on an Urban School System's Policies and Practices.

Pub Date—Apr 81

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compensatory Education. Elementary Secondary Education. *Formative Evaluation. *Information Utilization. Policy Formation. *Program Effectiveness. User Satisfaction (Information). *Use Studies

Identifiers—*Elementary Secondary Education Act Title I

A setting is described in which an evaluation was used with significant impacts on policies and programs. Some of those impacts are delineated, types of utilization employed by staff within the system are illustrated, and conditions under which the evaluation was conducted to obtain such a high level of use are discussed. In the 1979-80 school year, an

extensive process evaluation of the Title I program was conducted in a large Northeastern urban school district. To identify the process variables of study, two sources were used: a review of literature on effectiveness of compensatory programs and extensive interviews with individuals and groups involved in the program. Instruments were developed appropriate to the questions identified, and data were collected from students, regular classroom teachers, aides, reading and math consultants, social workers and principals. The school was the unit of study and regular feedback was provided to all parties on results summarized at various points in the study. Results indicated that the evaluation had substantial impact on program and policy changes, and that role groups in the broadest leadership positions (e.g. coordinator, principals) articulated the most instances of evaluation utilization. (RL)

ED 200 643 TM 810 238
Beggand, Robert R.

A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP).

Pub Date—16 Apr 81

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Armed Forces. *Basic Skills. *Continuing Education. *Functional Literacy. *Illiteracy. Program Descriptions. *Program Development

Identifiers—*Army. *Basic Skills Education Program

In reviewing the Army Continuing Education System in 1979, the Assistant Secretary of the Army found a basic skills program based on traditional academic level goals was inadequate to meet the Army's requirement to provide functional, job-related basic skill education. Combining the shrinking manpower pool and projected basic skill deficiencies of the future soldiers with the increased complexity and sophistication of the equipment systems of the future, there is a substantial discrepancy between the required capabilities of the operators and maintainers of equipment systems and the capabilities of entering soldiers. Consequently, the Army has elected to invest approximately 37 million dollars over a four-year period into a substantial research effort which will deal with the identification and curriculum development of basic skills instructional materials. English-as-a-Second Language Program, life coping skill curricula materials, and learning strategies curriculum. This multi-faceted approach is an attempt to remediate a variety of basic skills deficiencies which are prevalent in the soldiers entering the Army at this time. The results of this effort will substantially affect the readiness of the Army and basic skill programs in public education in America in the period three to five years from now. (Author/RL)

ED 200 644 TM 810 239

Title, Carol Kehr

Educational Evaluation and Training: The Heuristic Value of Causal Modeling.

Pub Date—20 Nov 80

Note—9p.; Paper presented at the Annual Meeting of the Evaluation Research Society (Arlington, VA, November 20, 1980).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Assessment. Graduate Students. Higher Education. *Introductory Courses. *Path Analysis. Predictor Variables

Identifiers—Causal Models. *Heuristic Methods

Causal modeling is examined for its heuristic value by describing its use in an introductory course in educational evaluation, and presenting a student-developed model. Subjects included students in either master's programs in statistics or doctoral programs in administration and curriculum. Before preparing an evaluation plan and path analysis, students were cautioned that: (1) development of causal models with observational data requires a close coordination of subject matter theory and the statistical model, large samples, and "checks and tests" against other types of evidence; and (2) the model should be kept simple and only variables amenable to change or intervention should be used.

A causal model specifying variables expected to influence end-of-year achievement test scores in mathematics for grades 4-6 was designed. In the model, the school had adapted a new approach to mathematics, i.e. the "manipulative" approach. Variables that are amenable to intervention were used, and included parental and students' attitudes toward mathematics, and the degree of implementation of the manipulative approach. The specification of the model focuses on what the school can do to influence educational outcomes, rather than assuming that status characteristics will account for end-of-year performance. (RL)

ED 200 645 TM 810 240

Storlie, Theodore R. And Others

Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1.

Pub Date—Apr 79

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 1979).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education. Elementary School Mathematics. *Equated Scores. *Local Norms. *Low Achievement. *Mathematical Formulas. National Norms. *Norm Referenced Tests. Reading Achievement. *Urban Schools

Identifiers—*Chicago Public Schools IL. Iowa Tests of Basic Skills. Normal Curve Equivalent Scores. Standard Deviation. *Title I Evaluation and Reporting System

Three local norm methods for deriving Elementary Secondary Education Act Title I normal curve equivalent (NCE) gains are compared to each other and to the usual Model A1 which uses national norms. The 1977-78 Title I evaluation data for Chicago students ages 9-13 were used to estimate gains. Reading and total math scores from the 1971 Iowa Tests of Basic Skills (ITBS), and the 1972 ITBS Primary Battery were used. The 1977 ITBS special NCE norms were used in Model A1. Matched pre- and posttest scores were available for 18,758 students in reading and 18,533 students in math. Gains were derived from each of the four methods for each of the specified age groups and separately for those students scoring above and below the national 10th percentile. Comparison of scores for students with national norms showed that more than 60% of the students at each age level were at or below the national 10th percentile in reading, and more than 75% at each age level were at or below the national 10th percentile in math. For all ages except 13, the standard A1 method showed smaller gains than the local norm methods. For ages 9-11, the A1 national norm gains were negative. (RL)

ED 200 646 TM 810 241

Storlie, Theodore R. And Others

An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2.

Pub Date—Apr 79

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April, 1979).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Correlation. *Criterion Referenced Tests. Elementary Education. *Equated Scores. *Mathematical Models. *Norm Referenced Tests. *Reading Comprehension

Identifiers—Chicago Criterion Referenced Record. *Chicago Public Schools IL. Iowa Tests of Basic Skills. Normal Curve Equivalent Scores. *Title I Evaluation and Reporting System

A comparison is made between Elementary Secondary Education Act Title I normal curve equivalent (NCE) gains derived from the norm-referenced test (NRT) Model A1 and Title I NCE gains derived from the criterion-referenced test (CRT) Model A2. In addition, four equating methods (normalized, curvilinear, linear, and abbreviated equipercentile) for obtaining NCE Title I gains with Model A2 are discussed, and the need for matched samples on both the NRT and CRT required for Model A2 is examined. Data consisted of the Iowa Test of Basic Skills and the Chicago Criterion Referenced Record in Word Attack and Comprehension Skills reading comprehension test results from the 1977-78 Chicago Title I evaluation of students aged 8-11. Correlations between the NRT and CRT were too low (less than .6) to justify equating them.

Recommendations were made that a simulation study be designed to investigate the issues addressed in this study. (Author/RL)

ED 200 647 TM 810 248

Cohen, Peter A.

Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.

Pub Date—Apr 81

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement. *Feedback. Higher Education. *Instructional Improvement. *Self Evaluation (Individuals). *Student Attitudes. *Student Evaluation of Teacher Performance

Identifiers—Effect Size. *Meta Analysis

Meta-analytic methodology was applied to integrate findings from 24 comparisons on the effectiveness of student-rating feedback at the college level. On the average, feedback had a modest but significant effect on improving instruction. Instructors receiving mid-semester feedback averaged .14 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback. This corresponded to a gain of about one-third of a standard-deviation unit, or a percentile gain of 13 points. The effects of student-rating feedback were accentuated when augmentation or consultation accompanied the ratings, and were smaller when investigators controlled statistically for pre-feedback ratings. Other study features, such as the length of time available to implement changes and the use of normative data, did not produce different effect sizes. (Author/RL)

ED 200 648 TM 810 263

Ebel, Robert L.

Some Advantages of Alternate-Choice Test Items.

Pub Date—Apr 81

Note—8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Los Angeles, CA, April 11-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Testing. Difficulty Level. Guessing (Tests). *Multiple Choice Tests. *Objective Tests. *Test Format. *Test Items. *Test Reliability

Identifiers—Item Discrimination (Tests). Kuder Richardson Reliability Formulas

An alternate-choice test item is a simple declarative sentence, one portion of which is given with two different wordings. For example, "Foundations like Ford and Carnegie tend to be (1) eager (2) hesitant to support innovative solutions to educational problems." The examinee's task is to choose the alternative that makes the sentence most nearly true. There is no element of verbal knowledge, no mental ability that cannot be tested through the use of alternate-choice items. These items are relatively simple to write and to use. They are not limited to testing recall of factual details. In a study comparing a test of alternate-choice items with an equivalent test of true-false items, 28 students enrolled in an educational measurement course were rewarded for taking both tests by using only the higher of the two test scores to determine their final grades. Statistical analysis of the results from these tests showed that the tests composed of alternate-choice items were somewhat less difficult and considerably more reliable than were the true-false tests. (Author/RL)

ED 200 649 TM 810 287

Marshall, Sandra P.

Sex Differences in Sixth Grade Children's Problem Solving.

Spons Agency—National Inst. of Education (ED). Washington, D.C.

Pub Date—Apr 81

Grant—NIE-G-80-0095

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Arithmetic, Basic Skills, Computation, *Grade 6, Intermediate Grades, *Problem Solving, *Response Style (Tests), *Sex Differences, Test Items
 Identifiers—California Assessment Program, *Distractors (Tests), *Survey of Basic Skills (California)

The differences in responses of grade 6 boys and girls to selected items on a standardized test are examined. Data are the responses of approximately 36,000 children during 1978-79 to two test forms of the California Assessment Program's Survey of Basic Skills: Grade 6 (SBS:6). Performance on specific arithmetic items is studied and involves the concepts of whole numbers, fractions, and decimals. These skills are tested both as simple computations and as story problems. Of the six problems presented in this study, three showed sex differences in the patterns of responses; boys were more likely than girls to answer the story problems correctly after missing computation items requiring the same skills. From these two forms, the indications were that girls are selecting the same distractors regardless of performance on the computations. In contrast, boys' responses seemed to depend upon success or failure on the computations. Analysis of distractors does not explain why boys and girls differ in their responses. However, such analyses can be useful in identifying the areas in which the sexes differ. (RL)

UD

ED 200 650 UD 020 939

Final Report of Sub-Committee on Race Relations.
 Toronto Board of Education (Ontario).

Pub Date—May 79

Note—94p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Curriculum, *Educational Discrimination, Elementary Secondary Education, Equal Education, *Ethnic Bias, Ethnic Discrimination, *Faculty Integration, Foreign Countries, Minority Groups, Multicultural Education, Personnel Integration, *Racial Attitudes, Racial Balance, *Racial Bias, Racial Discrimination, Racial Relations, School Desegregation, *Student Placement, Test Bias, Textbook Bias
 Identifiers—Ontario (Toronto)

This report provides a program for identifying and eliminating racism in the Toronto school system. It is held that bias in curriculum materials must be removed and that the curriculum should be expanded to include the study of race and race relations. Methods for correctly assessing the abilities of minority students and placing them in appropriate schools are discussed. Techniques are offered for individual schools and the system as a whole for dealing with students and staff who engage in racist behavior. The role of extracurricular activities such as sports, travel and clubs in combatting racism is noted. Inservice programs are suggested as a means of helping staff deal more sensitively with minority group members. Guidelines are also presented for designing hiring and promotional practices in order to achieve a racially diverse staff. Methods are outlined that will help to facilitate continued equal opportunity in staff employment and promotion. Finally, the government's role and responsibility in the achievement of racial fairness in the schools is reviewed with proposals for change. (Author/APM)

ED 200 651 UD 021 014

A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report.

Rehab Group, Inc., Arlington, Va.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

Pub Date—18 Jun 80

Contract—300-78-0521

Note—117p. Some tables and appendices may be marginally legible due to reproduction quality of original document. Appendix F, "Computer Print-out Statistical Data," is not available.

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Education, *Adult Programs, Career Counseling, *Career Development, Career Education, Economic Opportunities, Educational Attainment, High School Equivalency Programs, Inservice Education, *Low Income Groups, *Parent Education, Parent Participation, Post Secondary Education, *School Aides, Secondary Education, Vocational Education
 Identifiers—Project Follow Through

This report documents the planning, implementation, and outcomes of a study of the supplementary training available to Follow Through parents and aides. The first chapters outline the history and rationale of Follow Through Supplementary Training Programs and discuss the purpose, limitations, and methodology of the study. Detailed information is provided on: (1) the characteristics of the Supplementary Training Program; (2) demographic characteristics of program participants, including sex, age, race, and socio-economic, marital, educational, and employment status; and (3) attitudes of participants and project directors toward the program. Results indicate that subsequent to Supplementary Training, participants: (1) increased their level of education; (2) experienced a higher rate of employment; (3) improved their economic status through upward job mobility; and (4) increased their personal income. Results also disclose that participant terminations from the program were not associated with participants' perceptions of the program and its effectiveness, and that both participants and project directors displayed positive attitudes about the program. Sample questionnaires are included in the appendix, and college/university affiliations of the program are listed. (Author/APM)

ED 200 652 UD 021 141

Smith, Ed

Black Students in Interracial Schools: A Guide for

Students, Teachers, and Parents.

Garrett Park Press, Md.

Report No.—ISBN-0-912048-80-2

Pub Date—80

Note—134p.

Available from—Garrett Park Press, Garrett Park, MD 20766 (\$6.95; \$7.95 C.O.D.).

Pub Type—Guides - General (050)

Document Not Available from EDRS.

Descriptors—Academic Aspiration, Behavior, Blacks, *Black Students, Career Choice, *Coping, Elementary Secondary Education, Family Relationship, Friendship, Group Dynamics, Health, Identification (Psychology), Legal Problems, *Racial Relations, *School Desegregation, Self Concept, Social Life

This guide for students, teachers, and parents addresses the needs of black students in interracial schools by offering strategies and advice for coping and success. Issues discussed include: (1) conditions for blacks as a group; (2) self definition; (3) friends and associates; (4) family relationships; (5) the legal system; (6) mental and physical health; (7) recommendations for educational success; and (8) college and career choices. Checklists and questionnaires for self evaluation are provided. A list of suggested authors for black students to read is appended. (APM)

ED 200 653 UD 021 155

Iwataki, Linda Moya

Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.

Asian Women's Health Project, Los Angeles, Calif.
 Spons Agency—California Univ., Los Angeles.
 Asian American Studies Center, Los Angeles Regional Family Planning Council, Calif.; T.H.E. Clinic for Women, Inc., Los Angeles, Calif.

Pub Date—Jan 79

Note—177p. Some appendices may be marginally legible due to reproduction quality of original document.

Available from—Asian Health Project, T.H.E. Clinic for Women, Inc., 3860 W. Santa Barbara Avenue, Los Angeles, CA 90008 (\$7.00 each; 2 for \$12.00; 3 or more copies \$5.00 each).

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Asian Americans, Family Health, *Family Planning, *Females, Health Education, Health Personnel, Health Programs, *Health Services, Literature Reviews, Surveys
 Identifiers—*Pacific Americans

The Asian Women's Health Project undertook

four activities to develop a model for delivery of family planning services to Asian and Pacific women: (1) a key informant survey was used to collect data from Asian and Pacific community, social, and health workers currently serving Asian and Pacific men and women; (2) an information and referral review surveyed administrators and practitioners who provided family planning services within or near a Californian Asian and Pacific community, in order to identify problems in family planning service delivery; (3) a consumer survey was administered to 200 Asian and Pacific women to identify their needs and preferences; and (4) a statistical search and literature review were undertaken to identify, review, and analyze recent demographic data and health statistics on Asian and Pacific women in the Los Angeles area. Recommendations were made to Federal and California State and local agencies in order to resolve difficulties resulting from underutilized services and the lack of bilingual/bicultural health personnel and health education information. Data collection tools and statistical information are appended. (Author/MK)

ED 200 654 UD 021 172

Scout, Terrence H.

School Desegregation to Integration Through Changes in Social Structure.

Pub Date—Sep 76

Note—31p. Paper prepared for the Annual Meeting of the American Sociological Association (71st, New York, NY, September, 1976).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Desegregation, *Competition, Desegregation Effects, Desegregation Methods, Elementary Secondary Education, Grades (Scholastic), *Group Dynamics, *Grouping (Instructional Purposes), Group Unity, Inter-group Relations, Literature Reviews, *Racial Relations, *Rewards, School Desegregation, Social Science Research

Identifiers—Coleman (James S), Pettigrew (Thomas F), Samuels (Frederick), Sherif (Muzafer)

This paper explores the theoretical and research contributions of many authors concerning group status and intergroup relations. Highlighted are: (1) Coleman's insights on the classroom reward structure; (2) Pettigrew's principles for successful ethnic contact; (3) Sherif's experimental work on the reduction of intergroup hostility through the pursuit of superordinate goals; and (4) Samuels' observations on the distribution of rewards within competitive and cooperative groups. It is suggested that in order to facilitate intergroup relations in a classroom situation, students be allowed to compete for grades in racially mixed work teams with rewards dispensed on the basis of the accomplishments of the group rather than the individual. These changes in classroom grouping procedures and classroom reward structures, it is argued, should create in-group feelings in the members of the various work teams which cut across ethnic identities. (Author/APM)

ED 200 655 UD 021 195

Race Relations in Britain.

British Information Service, New York, N. Y. Reference Div.

Report No.—R5934-77

Pub Date—Sep 77

Note—50p. For a related document, see UD 021 217.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Civil Rights, *Civil Rights Legislation, Equal Education, Equal Facilities, Equal Opportunities (Jobs), *Equal Protection, Ethnic Groups, Foreign Countries, Immigrants, Legislation, *Minority Groups, *Public Policy, *Racial Relations, Social Integration
 Identifiers—Great Britain

This pamphlet outlines activities that the British government has undertaken to provide equality of opportunity to ethnic minorities. Background information is provided through an overview of immigration trends which describes racial and regional distributions of minority groups. Legislation concerning race relations and discrimination is summarized. Descriptions of the Race Relations Act of 1976, the Commission for Racial Equality, the Incitement to Racial Hatred Act, the Race Relations Board and the Community Relations Commission, Community Relations Councils, and early racial

legislation are provided. Social policies enacted for the benefit of racial and ethnic minorities are outlined. The policy areas include housing, health, education, employment, media, and police relations. Immigration statistics and listings of departments and organizations concerned with immigration and race are appended. (MK)

ED 200 656 UD 021 203

Passow, A. Harry

Education of the Disadvantaged: A Conceptual Overview.

Pub Date—9 Dec 80

Note—19p.; Paper prepared for the U.S.-Israel Colloquium (American University, Washington, DC, December 9-11, 1980).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement. *Compensatory Education, Cultural Differences, Definitions. *Disadvantaged, Educational Change, Educationally Disadvantaged. *Educational Opportunities, Elementary Secondary Education, Low Income Groups, Program Design. *Program Effectiveness. *Student Characteristics

Identifiers—Elementary Secondary Education Act Title I

This paper presents a conceptual overview of issues relating to the education of the disadvantaged. Problems of identification and definition of the disadvantaged are discussed in terms of compensatory education. Concepts regarding "disadvantage" that underlie many of the compensatory instructional intervention programs are described, as are several theories on the nature and character of the disadvantaged population. Various educational approaches to the disadvantaged are reviewed, and the different implications of directing change strategies toward the school, the student and his/her family, the distribution of resources, the composition of the school population, and control over school decision-making are examined. Evaluations of existing compensatory education programs are also briefly reviewed. Finally, a number of issues that continue to be of concern to educators in the areas of educational equality, cultural differences, and social factors affecting disadvantaged students are discussed. (APM)

ED 200 657 UD 021 217

Human Rights in the United Kingdom.

British Information Service, New York, N. Y. Reference Div.

Report No.—R5625-78

Pub Date—Oct 78

Note—56p.; For a related document, see UD 021 195.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Report—Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Civil Liberties. *Civil Rights Legislation, Equal Protection, Foreign Countries, Justice, Legislation. *Public Policy, Social Attitudes

Identifiers—*United Kingdom, United Nations

This pamphlet uses the Articles of the United Nations Universal Declaration of Human Rights as a framework within which to describe legal safeguards of individual rights in the United Kingdom. Under each article of the Declaration, a historical perspective of the tradition of civil liberties is provided, as are descriptions of recent trends and legal and legislative decisions. Legislation in the following areas is summarized: protection of the person; legal procedures; right to privacy; freedom of movement; nationality; marriage and the family; property; religious toleration; freedom of expression; assemblies and associations; political rights; social and industrial welfare; education, science, and the arts; safeguards for human rights; and international arrangements. (MK)

ED 200 658 UD 021 253

Vitullo-Martin, Thomas

On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education.

Council for American Private Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—5 Sep 79

Contract—400-76-0109

Note—404p.

Pub Type—Reports - Evaluative (142)—Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—American Indians. *Economically Disadvantaged, Educationally Disadvantaged, Elementary Secondary Education, *Equal Education, *Government School Relationship, *Private School Aid, *Private Schools, Program Administration, Program Evaluation, *Program Implementation, School Districts, Supplementary Education, Surveys

Identifiers—Education Amendments 1978, *Elementary Secondary Education Act Title I

This study examined the delivery of Elementary and Secondary Education Act Title I services to private schools through an analysis of a national survey of Title I programs, an examination of the implementation of the program in 50 school districts and by the Bureau of Indian Affairs, and a review of the monitoring efforts of 41 state education agencies. The survey analysis showed that those served by the program received a fraction of the services given to public school students. The investigation of the 50 districts identified a number of practices that limited the quantity of private school students included in Title I programs, and the quality of services they received. It also found that the present approach has an impact on the organization of private schools, especially the centralization of their administration, school-teacher relations, and relationships between schools and parents. The report reviews the development of the current interpretation of the First Amendment, as it involves schools, and proposes an alternative approach that would avoid the entanglements of the public with the private experienced in the present program. It concludes by reviewing the approach taken to provide services in the Indian territories. (Author/MK)

ED 200 659 UD 021 256

Beady, Charles H., Jr. Hansell, Stephen

Teacher Race and Expectations for Student Achievement.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSOS-R-302

Pub Date—Dec 80

Grant—NIE-G-80-0113

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement. *Black Achievement, Black Education, Black Stereotypes. *Black Students, *Black Teachers, College Bound Students, Elementary Education, Elementary School Teachers. *Expectation, Perception, *Racial Differences, Socioeconomic Status, Success. *Teacher Attitudes, Whites

The study described in this paper investigated whether the race of elementary school teachers in black schools affected teachers' expectations for student achievement and perceptions of ability and effort. A factor analysis revealed four clusters of items dealing with teacher perceptions of students' achievement and motivation, and teachers' expectations for future student success in high school and college. Controlling for teachers' sex, education and years of teaching experience, average school achievement, and socioeconomic status, teacher race was found to influence only expectations for college success. Black teachers expected more of their students to enter and complete college than did white teachers. Black and white teachers did not differ, however, in their perceptions of the ability and effort of their students, nor did they have different perceptions of current student achievement. Additional evidence suggested that this teacher race difference was relatively independent of the student racial composition of the schools. The implications of teacher race as a determinant of differential expectations for the success of black students are discussed briefly in the paper. (Author/APM)

ED 200 660 UD 021 257

Richards, James M., Jr.

Psychosocial Environments of Black Colleges: A Theory-Based Assessment.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSOS-R-299

Pub Date—Sep 80

Grant—NIE-G-78-0210

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Colleges. *Black Employment, *Black Students, *Career Choice, Career Planning, *College Environment, *Faculty, Higher Education, Intellectual Disciplines, Racial Distribution, Social Services

Identifiers—Holland (John L)

Compared to the United States labor force as a whole, blacks are overrepresented in social service careers and underrepresented in technical and executive careers. This study examined the possibility that the psychosocial environment provided by black colleges may help to cause or perpetuate the distribution of blacks among careers. The faculties of predominantly black colleges and of a representative sample of United States postsecondary institutions were classified in terms of six types: realistic, investigative, artistic, social, enterprising, and conventional. Compared to the representative sample of United States colleges, black colleges were found to be relatively more concentrated in social fields and relatively less concentrated in realistic and enterprising fields. Thus the distribution of faculty members among disciplines resembles the distribution of blacks among careers. The faculties of black institutions are also less concentrated in artistic or liberal arts fields. (Author/APM)

ED 200 661 UD 021 274

Gittell, Marilyn And Others

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary.

Institute for Responsive Education, Boston, Mass. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 80

Contract—400-76-0115

Note—20p.; For related documents see ED 181 089-090.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Involvement, *Community Organizations, *Decision Making, *Educational Policy, Elementary Secondary Education, Minority Groups, Organizational Communication, *Organizational Effectiveness, *Parent Participation, Political Influences, Urban Areas

Identifiers—California (Los Angeles), Georgia (Atlanta), Massachusetts (Boston)

In order to examine the role and effectiveness of community organizations in increasing parental and community involvement in educational decision making, a research project was initiated which included three elements: (1) case studies documenting the behavior of organizations and internal and external factors that influence their functioning, (2) a comparative analysis of organizational characteristics related to effectiveness, and (3) an examination of the degree to which networking contributes to the ability of organizations to increase citizen's access to information. Special attention was paid to the participation of minority communities. The three cities in which the research took place were Los Angeles, California; Atlanta, Georgia; and Boston, Massachusetts. This report summarizes the research design, methodology, findings, and implications. (MK)

ED 200 662 UD 021 277

Milanovich, Norma Turpen, Kathryn

A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[80]

Grant—G007903176

Note—228p.; Not available in paper copy due to reproduction quality of original document.

Pub Type—Guides - Classroom - Teacher (052)—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Administrator Guides, Affirmative Action, Art Education, Career Education, Elementary Secondary Education, Equal Education, Humanities Instruction, Language Arts, *Lesson Plans, Mathematics Instruction, *Nondiscrimination

tory Education, Physical Education, Sex Bias, *Sex Fairness, Social Studies, *Teaching Guides Identifiers—Title IX Education Amendments 1972

Plans for units and lessons that help make elementary and secondary students aware of sexism are presented in this book. The plans encompass the following curriculum areas: art, athletics and physical education, career education, language arts, mathematics, social studies, and special education. Each plan includes a statement of the problem, strategy descriptions, performance objectives, teaching procedures and resources, terms and definitions, evaluation procedures, and follow-up activities. Also presented are strategies that school administrators can use to help overcome discrepancies that result from sexist practices. Each administrator strategy plan includes a description of the problem, a rationale, goals and objectives, procedures, a time table, and evaluation techniques. Copies of transparencies for classroom use are included. (MK)

ED 200 663 UD 021 291

Brown, Jerry. And Others

Vocational Teacher Recruitment Plans, A Sex Equity Model, Grades 7-9, Sex Equity Vocational Recruitment Plans for Ninth Grade Students.

Caro Community Schools, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—May 80

Note—32p.; For a related document see UD 021 289.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affirmative Action, Career Choice, Career Education, Grade 9, *Lesson Plans, *Non-discriminatory Education, *Nontraditional Occupations, Secondary Education, Sex Bias, *Sex Fairness, *Student Recruitment, Teaching Guides, *Vocational Education

Five sex affirmative or bias free model recruitment plans are included in this booklet. They were designed by teachers for use with ninth grade students who have already been taught to recognize sex role stereotyping and the limitations it places on them in career choices. The plans address the vocational education areas of business and clerical education, home economics, industrial arts, power mechanics, and vocational agriculture. Each recruitment plan includes goals and objectives for classroom presentations. Appendices include lists of occupations related to business and clerical education and home economics, memos about learning shorthand and calculator use, a list of basic home-making skills, home economics and industrial arts course descriptions, and a paragraph about the role of women in agriculture. (Author/MK)

ED 200 664 UD 021 302

Hawkins, Joseph. Frechtling, Joy

Short-Term Effects of Human Relations Training (HR-17): A Pre Post Comparison Group Evaluation Study.

Montgomery County Public Schools, Rockville, Md.

Pub Date—Feb 81

Note—70p.; For a related document see UD 021 303.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, Ethnic Groups, *Ethnic Relations, *Ethnic Studies, *Inservice Education, Program Evaluation, Racial Attitudes, *Staff Development, Student Teacher Relationship, Teacher Behavior, Teacher Improvement

Identifiers—Maryland (Montgomery County), Montgomery County Public Schools MD

A study was conducted to determine the effects on school employees in Rockville, Maryland, of an in-service training program studying ethnic groups in America. The study gathered data on school employees before and after enrollment in the course in order to measure changes in knowledge of ethnic groups, racial attitudes, classroom practices, and relationships with minority students. The study found that the in-service program provided short-term benefits for school employees in the area of knowledge of racial and ethnic groups in American society. In addition, participants reported profiting from the course in the areas of understanding and interacting with minority students. However, no gains were demonstrated in areas such as racial atti-

tudes, general racial behaviors, or classroom behaviors for teachers. A discussion of the methodology of the study and a sample of the survey instrument are included in the report. (Author/APM)

ED 200 665 UD 021 303

Hawkins, Joseph. And Others

Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study.

Montgomery County Public Schools, Rockville, Md.

Pub Date—Aug 80

Note—60p.; For a related document see UD 021 302.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Black Culture, *Black Studies, Elementary Secondary Education, *Inservice Education, Program Evaluation, *Racial Attitudes, *Racial Relations, *Staff Development, Student Teacher Relationship, Teacher Behavior, Teacher Improvement

Identifiers—Maryland (Montgomery County), Montgomery County Public Schools MD

A study was conducted to determine the effects on school employees in Rockville, Maryland, of a black experience and culture in-service training program. The study gathered data on school employees before and after enrollment in the course in order to measure gains in knowledge, attitudes, and behavior. Tables show program participants' change in several areas: (1) racial attitudes; (2) knowledge of black history and culture; (3) characterization of black students; (4) general behavior; and (5) classroom practices. The study revealed that the training program provided at least short term benefits for school employees, especially in the areas of knowledge of black history and culture, general behavior, and classroom practice. No significant increase was demonstrated in racial attitudes and characterization of black students. Appendices to the report include: (1) an analysis and sample of the survey instrument; (2) background characteristics of the program participants; (3) their reasons for enrolling in the course; and (4) statistical results. (Author/APM)

ED 200 666 UD 021 304

Douglas, Betsy. Comp. And Others

1980 MRDAC Resource Library Annotated Bibliography.

Midwest Race Desegregation Assistance Center, Manhattan, Kans.

Pub Date—Aug 80

Note—66p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Affirmative Action, Annotated Bibliographies, Asian Americans, Bilingualism, Blacks, Civil Rights, Classroom Techniques, Curriculum, Educational Media, *Educational Resources, Elementary Secondary Education, Hispanic Americans, Human Relations, *Instructional Materials, *Minority Groups, Multicultural Education, Racial Relations, *Reference Materials, School Desegregation, Whites

This annotated bibliography lists books, films, filmstrips, recordings, and audio-visual aids which can be used as resources or instructional materials. The first section presents background and references materials on affirmative action, civil rights, desegregation, education, human relations, and race relations. Instructional resources on bilingualism, classroom management, curriculum, and teaching strategies and methods are cited in the second section. The third section is devoted to monoethnic resources on Asian Americans, blacks, Hispanics, Native Americans, and white ethnic groups. Multicultural and multiethnic resources are cited in the fourth section. The fifth and sixth sections include references to resources for students in grades K-6 and 7-12. Each entry includes the name of the author, editor or compiler; the title; the publisher's name and address; a brief description of the material; a reading level; and the group of people most likely to find the materials useful. (Author/MK)

ED 200 667 UD 021 308

Murphy, Lois Barclay

On Coping and Change. The Catherine Molony Memorial Lecture (City College, New York, New York, April 26, 1980).

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Pub Date—Nov 80

Note—20p.

Available from—Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Avenue at 140th Street, New York, NY 10031 (\$2.50).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, *Child Psychology, *Coping, *Environmental Influences, *Individual Development, Intelligence Quotient, Intelligence Tests, Lower Class Parents, Parent Child Relationship, Parent Education, Preschool Education, *Psychological Characteristics, Self Esteem

Identifiers—Project Head Start

This is a talk by child psychologist and therapist Lois Barclay Murphy, given at City College, New York, in 1980. The address reviews Ms. Murphy's contributions to child psychology and her study of children's coping strategies. The speech briefly outlines other developments in psychological and sociological study since the 1930s, including the use of intelligence testing to determine children's abilities and the discovery that IQ is not a static phenomenon. Also recounted are Ms. Murphy's experiences as a planner and trainer in Project Head Start. Stressed throughout the talk is the author's opinion that individuals of all ages can grow in intellect and self concept if given stimulation, charged with responsibility, and treated with patience and sympathy. (APM)

ED 200 668 UD 021 309

Pacheco, Angel M. And Others

La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismico Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.)

Puerto Rico Univ., Rio Piedras.

Pub Date—80

Note—55p.; Will be published in a forthcoming issue of "Revista de Ciencias Sociales."

Language—Spanish

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adjustment (to Environment), Adolescent Development, *Adolescents, Communicative Competence (Languages), Identification (Psychology), *Immigrants, Interpersonal Relationship, *Migration, Physical Environment, *Puerto Ricans, *Self Concept, Social Behavior, Social Environment

Identifiers—*Puerto Rico

In order to explore some of the changes and stresses connected with migration and return migration, a study was conducted among migrants returning from the United States mainland to Puerto Rico. The sample consisted of 75 adolescents participating in a Bilingual Education program in Puerto Rico. Data were collected using Psychological Distance Maps, the Index of Adjustment and Values, and an Interview Schedule on Person-Environment Relationships. Among the results, it was found that: (1) return migrants generally reported an experience of rejection; (2) they reported difficulties in understanding and speaking Spanish; (3) there was ambivalence as to their national identity; (4) non-migrants showed a higher discrepancy between their real and ideal self conceptions than did migrants; and (5) return migrants preferred to group themselves with other return migrants. (Author/APM)

ED 200 669 UD 021 310

Genova, William J. Walberg, Herbert J.

A Practitioners' Guide for Achieving Student Integration in City High Schools.

TDR Associates, Inc., Newton, Mass.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Nov 80

Contract—400-78-0062

Note—48p.

Pub Type—Guides - Non-Classroom (055) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Role. *Change Strategies. *Desegregation Methods. Desegregation Plans. *Educational Environment. *Educational Practices. Faculty Integration. High Schools. Multicultural Education. Racial Attitudes. *School Desegregation. Secondary Education. Student Attitudes. Teacher Role. Urban Schools

The purpose of this report is to review school practices and school environment characteristics that can be promoted in order to achieve student integration in desegregated urban high schools. A research project conducted to study alterable characteristics related to student outcomes is described. School practices that were identified as sources of school integration are discussed including: (1) racial mixing; (2) faculty integration; (3) school safety; (4) staff support for integration; (5) multicultural exposure; and (6) student perception of equal treatment of all groups. School climate characteristics that were identified as facilitating student integration are also reviewed, including: (1) school members' involvement in school activities; (2) staff receptivity to student concerns; (3) an emphasis on learning; (4) friendship; (5) ability to solve problems; (6) uniformity of treatment and opportunity; (7) positive group membership; (8) open expression of ideas and feelings; (9) established goals; (10) student participation; (11) student choice; (12) fair regulations; and (13) a challenging atmosphere. An improvement process is outlined by which a school can change its integration practices and better its climate characteristics. (APM)

ED 200 670 UD 021 315

In the Matter of the Board of Education of the City of Trenton, Mercer County, Commissioner of Education Decision.

New Jersey State Dept. of Education. Trenton.

Pub Date—[79]

Note—103p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Affirmative Action. Bilingual Education. *Boards of Education. *Compliance (Legal). Disabilities. Educational Administration. Educational Discrimination. Educational Facilities. Educational Finance. *Educational Legislation. Elementary Secondary Education. Employment Practices. *Equal Education. Ethnic Discrimination. Hearings. Puerto Ricans. *School Districts. Special Education. State Boards of Education. State Legislation

Identifiers—New Jersey. *Trenton Public Schools NJ

This is a review of a case considered by the New Jersey Commissioner of Education regarding charges brought by the Puerto Rican Congress and Council of Puerto Rican Organizations against the Trenton, Mercer County, Board of Education. The Commissioner of Education evaluated the Trenton Board's performance in adhering to State laws in the following areas: (1) special education programs for handicapped children; (2) affirmative action plans; (3) provision of safe and suitable school facilities; (4) bilingual education programs; (5) the submission of required reports to the Commissioner; and (6) the efficiency of administrative procedures, the sufficiency of the 1978-79 school budget, and the employment of teaching staff members. The Commissioner's evaluation found that the Trenton Board had failed to meet State legal requirements in each of these areas. Recommendations for corrective action were offered for consideration by the State Board of Education. (APM)

ED 200 671 UD 021 316

A Bibliography on Refugees as It Appeared in UNHCR Newspaper No. 4, October-November, 1980. A Selection with Comments by Professor Barry Stein of Michigan State University, USA.

United Nations High Commission for Refugees.

Washington, D.C.

Pub Date—[80]

Note—13p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation. Agencies. Annotated Bibliographies. Behavior. Children. Classification. Discriminatory Legislation. *Foreign Countries. History. Land Settlement. Laws. Legal Problems. Mental Health. *Migration. Problems. Public Policy. *Refugees. Relocation

Identifiers—United States

This bibliography on refugees provides approximately 150 citations grouped under the following headings: (1) general historical works; (2) theory, classification typology, and definition; (3) persecution; (4) asylum and legal issues; (5) refugee politics and policies; (6) flight; (7) camps; (8) resettlement; (9) adjustment and assimilation; (10) behavior and mental health; (11) children; (12) agencies; and (13) regional surveys and selected cases. References include published and unpublished works dating from the 1940s, with an emphasis on works from the 1960s and 1970s. Under each heading, citations are arranged alphabetically by author. Annotations are very brief. (APM)

ED 200 672 UD 021 317

Gorboc, Ronald E.

PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date—Jan 81

Note—242p.: Not available in paper copy due to reproduction quality of original document. Some pages of attachments may be marginally legible due to small print. Names of participants have been deleted in order to protect their privacy.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adjustment (to Environment). Educational Environment. *Field Tests. *Instructional Materials. Junior High Schools. Material Development. Program Descriptions. *Program Effectiveness. Program Evaluation. *Racial Relations. *School Desegregation. Secondary Education. Student Attitudes. Teacher Education

Identifiers—Elementary Secondary Education Act Title IV, Ohio (Cleveland)

The Pupil Adjustment in a Desegregated Setting (PADS) project was carried out in three stages. During the first year of operation, curriculum materials were developed for use in desegregated classrooms in grades six through ten. The PADS materials focus on human relations and the cognitive and affective concepts crucial to group development. Program evaluation materials were also identified during the first year. The second year of the project was devoted to further refinement of the curriculum materials and the development of field test procedures. At this time a pilot field test of the materials was carried out in workshops and classrooms with parents, students, teachers, and counselors from the Cleveland (Ohio) City School District participating. During the third year, the PADS materials were more extensively field tested. Evaluative findings indicated that the materials were effective and were considered by educators to be a valuable tool for teachers working in desegregated settings. Tables of data are included and evaluative information is appended. (MK)

ED 200 673 UD 021 318

A Parent Guide to Title IX.

Michigan State Board of Education. Lansing.

Pub Date—Jan 81

Note—14p.: Photographs may not reproduce well.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Legislation. Elementary Secondary Education. *Equal Education. Federal Programs. *Parent Role. *Parent School Relationship. *Sex Discrimination. *Sex Fairness. *Student Rights

Identifiers—Title IX Education Amendments 1972

This report outlines the rights of parents as consumers of educational programs as they are described under Title IX, the law that prohibits sex discrimination in educational programs which receive Federal financial assistance. The report concentrates on what parents can expect from a school district in relation to the school's legal and professional responsibility for providing equal educational opportunities for girls and boys. Areas covered include: (1) a definition of Title IX; (2) requirements of Title IX, such as a program coordinator, grievance procedure, notification of policy, Statement of Assurance, and program self evaluation; (3) students' rights to take any class; (4) students' rights to be treated equally in and outside of class; (5) students' rights to participate in athletics; and (6)

suggestions for redress if parents feel that their children's rights under Title IX are being violated. (Author/APM)

ED 200 674 UD 021 319

Bloss, Doak

They Chose Greatness: Women Who Shaped America and the World.

Michigan State Dept. of Education. Lansing.

Pub Date—80

Note—127p.

Pub Type—Guides - Classroom - Teacher (052) — Historical Materials (060)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Biographies. Curriculum Enrichment. Elementary Education. *Females. Instructional Materials. *Sex Fairness. *Womens Studies

This manual is a resource for elementary school teachers who wish to supplement their curriculum with material highlighting the contributions of women. The guide presents 180 vignettes of women who achieved greatness in areas such as science, fine arts, sports, adventure, social reform, politics, history, and other fields. A "stimulus" question has been added to the end of each vignette to encourage class discussion. Each section also provides a related activity or game. (Author/APM)

ED 200 675 UD 021 322

Smith, Jeff E., Ed.

The Impact of Desegregation on Higher Education.

Proceedings of the National Conference on Desegregation in Higher Education (Raleigh, North Carolina, July 18-20, 1979).

North Carolina Central Univ., Durham. Inst. on Desegregation.

Pub Date—81

Note—234p.

Available from—Institute on Desegregation, North Carolina University, Durham, NC 27707 (\$10.00; 10 copies or more. \$7.50 per copy plus postage and handling).

Pub Type—Collected Works - Proceedings (021) Document Not Available from EDRS.

Descriptors—Access to Education. Affirmative Action. Black Colleges. Blacks. *College Desegregation. Court Role. *Desegregation Effects. Desegregation Litigation. *Desegregation Methods. Educational Environment. Enrollment. Faculty Integration. Government Role. Higher Education. *Racial Integration. Whites

The first National Conference on Desegregation in Higher Education was held in response to the issues of segregation, desegregation, and integration within postsecondary institutions. This book presents the proceedings of the conference. An introduction to the conference presentations and an overview of the proceedings comprise Part I. Part II contains the keynote address, which discusses research studies on the impact of desegregation on higher education. Part III includes five papers which focus on the impact of current desegregation policies on students. Part IV and V present two major addresses on Federal and State influences on the desegregation of traditionally black postsecondary institutions and on faculty and staff recruitment, promotion, tenure, and retirement. Two papers concerned with the impact of desegregation policy on statewide systems of higher education are included in Part VII. Part VIII presents two addresses focused on the impact of legal and governmental decisions on higher education. An evaluation report on the conference is included in Part IX. (MK)

ED 200 676 UD 021 324

Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges. A Consultation Sponsored by the United States Commission on Civil Rights, Chicago, Illinois, December 3, 1979.

Commission on Civil Rights. Washington, D.C.

Pub Date—80

Note—600p.: For abstracts of individual papers, see UD 021 325-334. For an additional paper presented at this consultation, see ED 183 439.

Pub Type—Collected Works - Proceedings (021) — Speeches/Meeting Papers (150)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—*Civil Rights. Education. Employment. *Ethnic Discrimination. *Ethnic Groups. *Ethnicity. Females. Housing. Mass Media. Social Services. Textbooks. Urban Population. *Whites

Identifiers—*Euro Americans

This is the report of a two-day consultation held by the United States Commission on Civil Rights concerning the civil rights issues that concern

Americans of eastern and southern European background ('Euro-ethnic' Americans). Contributors to the volume include representatives of various ethnic groups and leaders of ethnic organizations. Broad areas discussed, all in relation to ethnicity, include housing, employment, education, social services, communications and media, and intergovernmental relations. Also considered are issues that relate to Euro-ethnic women, particularly those of the working class, in the United States. Individual papers are followed by discussions by consultation participants. (GC)

ED 200 677 UD 021 325

Kovach, Kenneth Julius
With Roots Entwined: Intergroup Relations in Urban Ethnic America.
Commission on Civil Rights, Washington, D.C.
Pub Date—80

Note—26p.; Not available separately; see UD 021 324. Statement presented at a consultation sponsored by the U.S. Commission on Civil Rights (Chicago, IL, December 3, 1979).

Pub Type—Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—Blacks, Citizen Participation, *Community Involvement, *Community Organizations, *Ethnic Groups, Group Unity, Immigrants, *Neighborhood Integration, Political Power, Racial Relations, Urban Demography, Urbanization, *Urban Population, *Whites
Identifiers—*Euro Americans

The history of European immigration to the United States and the roles that white ethnic groups have played in American industrialization, urbanization, and suburbanization are discussed in this paper. Focused on is the process by which major American cities grew and changed in terms of their ethnic composition. Fluctuations in the national economy and the labor market are charted as they affected various ethnic groups. The reactions of the white working class (composed largely of the descendants of eastern and southern European immigrants) to the civil rights movement of the 1960s are also discussed. The formation of urban neighborhood coalitions in the 1970s is described as one survival mechanism employed by "white ethnics" in order to ensure safe living environments. Increased citizen participation in community decisionmaking is described as the principal challenge facing Euro American ethnic groups in the 1980s. (GC)

ED 200 678 UD 021 326

Kromkowski, John A.
Conceptual Considerations of Ethnicity: Past, Present, and Future.
Commission on Civil Rights, Washington, D.C.
Pub Date—80

Note—22p.; Not available separately; see UD 021 324. Paper presented at a consultation sponsored by the U.S. Commission on Civil Rights (Chicago, IL, December 3, 1979).

Pub Type—Opinion Papers (120) — Reports - General (140) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—*Cultural Pluralism, Ethnicity, *National Organizations, *Neighborhood Improvement, *Public Policy, *Urban Areas, *Urban Improvement

Identifiers—*Bicentennial Ethnic Racial Coalition

This paper describes the goals and perspective of the Bicentennial Ethnic Racial Coalition (BERC), as they exemplify the relationship between emerging neighborhood consciousness and ethnic/racial consciousness. The perspective of BERC, formed in the early 1970s, is that Federal domestic policy of the past three decades has not appreciably contributed to the total human development of America. The coalition argues that our understanding of American cities must be reoriented in order to account for the importance of multiculturalism in civic, neighborhood, and human development. BERC ideals affirm the basic human rights of all persons to decent material living conditions, to the availability of opportunities for humanly fulfilling work, to ownership of property, to a share in the control of decision making that affects limited resources, and the articulation of the human spirit in diverse cultures of the American people. Further, BERC challenges policy researchers to combine the field experiences of neighborhood bodies with the disciplines of economics, planning, and political science in order to consider policy outcomes from the human perspective. Urban decentralization, with an emphasis on neighborhoods, is one major

strategy BERC upholds for city revitalization. BERC supports legislation and public policies that support such a neighborhood focus and promise to consider contributions of different ethnic and racial groups to America's development. (Author/GC)

ED 200 679 UD 021 327

Lopata, Helena Znaniecka
Euro-Ethnic Families and Housing in Urban America.

Commission on Civil Rights, Washington, D.C.
Pub Date—80

Note—28p.; Not available separately; see UD 021 324. Paper presented at a consultation sponsored by the U.S. Commission on Civil Rights (Chicago, IL, December 3, 1979).

Pub Type—Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—*Acculturation, Ethnic Discrimination, *Ethnic Groups, Family Life, Homeowners, *Housing, *Immigrants, Italian Americans, Polish Americans, Public Policy, *Residential Patterns, Slums, Social Problems, Social Services, *Urban Areas, Whites

Identifiers—*Euro Americans, German Americans, Illinois (Chicago), Irish Americans

Social, economic, and cultural factors that historically have limited the housing choices of southern and eastern European immigrants to the United States and have influenced the development of ethnic neighborhoods in American cities are reviewed in this paper. Difficulties that non English speaking, relatively uneducated immigrants had in adapting to American society are described. The absence of traditional village and family structures are cited as contributing to personal and family disorganization among immigrants. The inability of the American welfare and social service system to accommodate large influxes of urban immigrants is also discussed. Demographic information (including educational level, household ownership, home value, and rent paid) on various ethnic groups in Chicago is presented in order to illustrate features of social and family life among immigrants and their descendants. It is suggested that many of the current problems of American cities have come about from the poor assimilation of immigrant groups, and that if satisfactory means are not discovered for dealing with new waves of immigrants, negative social consequences will continue to occur. (GC)

ED 200 680 UD 021 329

Rosenberg, Marvin L.
Ethnicity and Social Services: Some Policy Perspectives.

Commission on Civil Rights, Washington, D.C.
Pub Date—80

Note—16p.; Not available separately; see UD 021 324. Paper presented at a consultation sponsored by the U.S. Commission on Civil Rights (Chicago, IL, December 3, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)
Document Not Available from EDRS.

Descriptors—*Community Characteristics, Cultural Awareness, *Cultural Differences, Decentralization, *Ethnic Groups, *Public Policy, Religious Cultural Groups, *Social Services

Growing recognition by government that social services cannot be for the poor alone has led to a series of laws appropriating Federal funds for services to different categories of clients. The rapid expansion in public spending, however, has created a fragmented system marked by lack of coordination among its components. The impersonality of this system has negative effects for Americans of eastern and southern European background, especially those of the working class. Various studies have shown the importance of supporting ethnic diversity in the provision of social services. One example of this is the staffing of nursing homes by individuals who speak the languages of elderly patients of different ethnic groups. The British personal service system demonstrates that a service system can both be essentially public and remain sensitive to cultural, ethnic, religious, and neighborhood differences. Three policies that would lead to more effective services for all Americans follow: (1) Every neighborhood should have at least one highly visible office staffed by professionals sensitive to the local population. (2) Social services should receive higher priority in planning and budget allocation. (3) Public and voluntary agencies must integrate their professional services with those provided by family members. (Author/GC)

ED 200 681 UD 021 330

McCourt, Kathleen
Euro-Ethnic Women: Some Observations.
Commission on Civil Rights, Washington, D.C.
Pub Date—80

Note—19p.; Not available separately; see UD 021 324. Paper presented at a consultation sponsored by the U.S. Commission on Civil Rights (Chicago, IL, December 3, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Acculturation, *Adjustment (Environment), Community Change, *Ethnic Groups, Ethnicity, Family Life, *Females, Neighborhoods, *Psychological Characteristics, Residential Patterns, *Social Environment, Urban Areas, Whites

Identifiers—*Euro Americans, *Working Class

This paper focuses on the situation of working class women of southern and eastern European descent in the United States. Particular problems faced by immigrant women and their female descendants in their efforts to preserve ethnic culture while adapting to the American social and economic system are discussed. Also considered are the contradictions experienced by working class ethnic women, strongly tied to a tradition that encouraged them to submerge their egos to their husbands' and families' needs, in a modern society that emphasizes self, personal fulfillment, and individual goal attainment. The importance of urban ethnic neighborhoods and communities to their residents' social lives and cultural identities is stressed. Changing demographic patterns and upward socioeconomic mobility are described as contributing to the loss of neighborhood and community and the subsequent disruption in ethnic women's lives. It is suggested, in conclusion, that ethnic women's problems resemble the conditions faced by all working class and minority women, and that the resolution of these problems lies in the reordering of national priorities in order to strengthen communities and enhance the quality of daily life. (Author/GC)

ED 200 682 UD 021 331

Walentyńczak, Leonard F.
Employment and Ethnicity.
Commission on Civil Rights, Washington, D.C.
Pub Date—80

Note—62p.; Not available separately; see UD 021 324. Paper presented at a consultation sponsored by the U.S. Commission on Civil Rights (Chicago, IL, December 3, 1979). For a related document see UD 021 332.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—*Affirmative Action, *Court Litigation, Equal Education, Equal Opportunities (Jobs), *Ethnic Discrimination, *Ethnic Groups, Federal Legislation, *Polish Americans, *Whites
Identifiers—*Bakke v Regents of University of California, Euro Americans, Weber v Kaiser Aluminum and Chemical Corporation

Issues regarding the equal employment of white ethnic Americans are discussed in this presentation by the Executive Director of the Polish American Congress. It is held that Federal efforts to prohibit discrimination based on race, color, creed, sex, and national origin are actually only acting to overcome discrimination based on race, color, and sex. The author asserts that failure to collect data on Euro-ethnic Americans and the tendency to focus affirmative action programs on blacks, Hispanics, and women serve to handicap southern and eastern European Americans in the job market. It is recommended that the government implement separate categories for white ethnic groups in the collection of demographic data, in order to document the need for affirmative action policy directed toward these groups. Appended to this discussion are copies of testimony regarding the 1980 Census presented by the Polish American Congress to the Civil Service Commission and the Equal Employment Opportunity Commission, as well as briefs filed in the "Bakke" and "Weber" cases. The testimony and briefs focus upon the need for affirmative action programs for white ethnic groups. (GC)

ED 200 683

UD 021 332

Rosen, Freida Shoenberg
Employment and Ethnicity.
Commission on Civil Rights, Washington, D.C.
Pub Date—80

Note—23p. Not available separately; see UD 021 324. Paper presented at a consultation sponsored by the U.S. Commission on Civil Rights (Chicago, IL, December 3, 1979). For a related document see UD 021 331.

Pub Type—Numerical/Quantitative Data (110)—Opinion Papers (120)—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Affirmative Action. *Employment Level. *Equal Opportunities (Jobs). *Ethnic Discrimination. *Ethnic Groups. *Ethnic Stereotypes. Information Needs. *Occupations. Religious Cultural Groups. Socioeconomic Status. Tables (Data). Whites

Identifiers—Euro Americans

Occupational stratification based on ethnic group membership is still a part of American society. In the past, ethnic stratification was perceived in conjunction with ethnic succession and it was assumed that no group would be permanently relegated to low occupational status. Today, however, flaws in the system are showing. The idea that at the end of the twentieth century individuals of Polish or Italian descent should still be held back because of their ancestry is unacceptable. Present affirmative action programs address employment discrimination against women and some racial minorities but do not generally consider white ethnic groups. This is due partially to a lack of data on income and occupational status among such groups and partially to lack of perception regarding discrimination against them. Available figures suggest that economic prospects of "Euro-ethnics" are closely tied to the prospects of urban areas in the northeast and north central States, pointing to the need for economic revitalization policies targeted toward these areas. Other data indicate the need for employment training for Euro-ethnic groups, if they are to break out of circumscribed occupational categories. Also needed are better data (including data that differentiate religion within ethnic groups), comparative and community case studies, evaluation of affirmative action programs, and more research into urban problems, if discrimination against all Americans is to be eliminated. (Author/GC)

ED 200 684

UD 021 333

Gambino, Richard
The Communications Media and Southern and Eastern European Ethnic Groups.
Commission on Civil Rights, Washington, D.C.
Pub Date—80

Note—6p. Not available separately; see UD 021 324. Paper presented at a consultation sponsored by the U.S. Commission on Civil Rights (Chicago, IL, December 3, 1979).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Elementary Education. *Ethnic Bias. Ethnic Discrimination. *Ethnic Groups. *Ethnic Stereotypes. Mass Media. Social Studies. *Textbook Bias. Whites

This paper discusses bias against southern and eastern European ethnic groups as it appears in current elementary school textbooks, popular fiction, newspapers, television, and movies. Anti-ethnic sentiment expressed by nineteenth and twentieth century politicians is also mentioned. It is held that bias and stereotypes in the media perpetuate and aggravate social injustices committed against white ethnic groups. (GC)

ED 200 685

UD 021 334

Kuropas, Myron B.
Intergovernmental Relations and Ethnicity.
Commission on Civil Rights, Washington, D.C.
Pub Date—80

Note—17p. Not available separately; see UD 021 324. Paper presented at a consultation sponsored by the U.S. Commission on Civil Rights (Chicago, IL, December 3, 1979).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors—Acculturation. Bureaucracy. Census Figures. *Cultural Differences. *Cultural Pluralism. *Ethnic Bias. Ethnic Groups. *Federal Government. Government Role. Immigrants. Majority Attitudes. *Public Policy

Three conceptual ideologies—Anglo conformity, the melting pot, and cultural pluralism—have competed in American thinking to explain the absorption of immigrants into American society. Federal policy has reflected public opinion, as exemplified by the immigrant exclusion acts of the late nineteenth and early twentieth centuries, tolerance of ethnic and cultural discrimination through the 1950s, and by a 1960s public policy shift toward programs designed to assimilate ethnic groups through greater economic and educational opportunities, improved housing, and better social services. At the same time, a new pluralist ideology was being formed, dedicated to the maintenance of cultural diversity. The 1970s, however, never lived up to pluralist expectations and ethnic discrimination is perpetuated to this day by bureaucratic indifference. A model for pluralist decision making in the Federal government, developed by the Office of Public Liaison in 1976, has begun to address issues important to America's ethnic groups. One such issue included designing the 1980 Census in such a way as to demonstrate the true extent of cultural pluralism. The acceptance of a pluralist ideal may mean a reevaluation of: (1) the use of the term "minority"; (2) government recruitment policies and decision making models; (3) decentralization of the Federal bureaucracy; and (4) public policy development regarding the family, the neighborhood, and the church. (Author/GC)

ED 200 686

UD 021 336

United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-12149-X

Pub Date—81

Note—126p.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 (\$8.50).

Pub Type—Reports - General (140)—Books (010)

Document Not Available from EDRS.

Descriptors—Bilingual Education. Community Involvement. *Compensatory Education. Competency Based Education. *Educationally Disadvantaged. *Educational Policy. Educational Vouchers. *Education Work Relationship. Elementary Secondary Education. Eligibility. Federal Programs. *Financial Support. *Government School Relationship. Nontraditional Education. Parent Participation. Preschool Education. Program Design. Program Effectiveness. State Aid. Teacher Role. Testing. Youth Employment

Identifiers—Basic Educational Opportunity Grants. *Elementary Secondary Education Act Title I. Project Head Start. Talent Search. Teacher Corps. Upward Bound

This report presents a review conducted by a multinational panel on educational policy in the United States. The report concentrates on compensatory programs in elementary and secondary education, with an emphasis on Title I programs. Topics covered include: (1) recent trends in American education; (2) the philosophy, operational design, and evaluation of Federal programs for the disadvantaged; (3) problems of program articulation; (4) the impact of compensatory education at the school level; (5) students' preparation for and transition to working life; and (6) the Federal role in educational funding. Also included is a record of a 1979 conference held to review the above mentioned issues. (APM)

ED 200 687

UD 021 340

Grigg, Charles M.
Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System.

Southern Education Foundation, Atlanta, Ga.

Pub Date—Oct 80

Note—127p. Some tables may be marginally legible due to reproduction quality of original document.

Available from—Southern Education Foundation, 811 Cypress Street, NE, Atlanta, GA 30308 (\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Associate Degrees. Bachelors Degrees. *Black Students. College Transfer Students. *Community Colleges. *Educational Opportunities. *Enrollment Trends. Equal Education. Females. Higher Education. Hispanic Am-

ericans. Males. Professional Education. Racial Distribution. *School Holding Power. *State Universities

Identifiers—*Florida. Florida State University

This study addresses the question of whether a State system of higher education based on different tiers (a community college system and a State university system) provides equal access and opportunity for minority students. Specifically, the study investigates access distribution, retention, and progression of minority students using Florida community colleges as the entry point toward the baccalaureate, graduate or professional degree. The report provides a history of Florida public community colleges and an analysis of the study's methodology. Data are presented regarding: (1) the distribution and enrollment trends and patterns in the Florida system of higher education; (2) undergraduate enrollment and number of degrees granted in the community college system; (3) the progression rate from community college to the State university system; (4) enrollment of students in the State university system; (5) estimated numbers of transfer students in the State university system; (6) retention and persistence of transfer students, especially blacks, in the State University; (7) the distribution of bachelor's degrees among black and white graduates; and (8) the racial and gender distribution of enrollment in two Florida law and medical schools. (Author/APM)

ED 200 688

UD 021 344

Molina, Carmen Eneida, Ed. And Others

Ideas, Creencias, Actitudes, Primer Módulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes, First Module of a Series for Elementary Teachers).

Comisión para el Mejoramiento de los Derechos de la Mujer, Santurce, Puerto Rico.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—71p. For related documents see UD 021 345, UD 021 347, UD 021 349, and UD 021 351.

Language—Spanish: English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bias. *Black Stereotypes. Ethnic Bias. *Ethnic Stereotypes. Learning Modules. *Racial Bias. Role Perception. *Sex Bias. Sex Role. *Sex Stereotypes. Socialization. *Stereotypes

This guide for teachers, in English and Spanish, examines the role of stereotypes within the context of contemporary beliefs, ideas, and attitudes. A pre-test and post-test are included to measure the user's awareness of stereotypes. Object lessons cover the following topics: (1) definition of stereotypes; (2) racial and ethnic stereotypes; (3) prejudice; (4) racism; (5) discrimination; (6) socialization of sex roles; (7) sexual stereotypes; and (8) gender identification. A glossary of terms and a set of cards that identify common stereotypes are included in the guide. (APM)

ED 200 689

UD 021 345

Molina, Carmen Eneida, Ed. And Others

Viva La Diferencia! Segundo Módulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers).

Comisión para el Mejoramiento de los Derechos de la Mujer, Santurce, Puerto Rico.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date—80

Note—43p. For related documents see UD 021 344, UD 021 347, UD 021 349, and UD 021 351.

Language—Spanish: English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Females. Learning Modules. *Males. *Physical Characteristics. *Sex Differences. Sex Role. *Sex Stereotypes. Sexuality. *Social Characteristics

This guide, in English and Spanish, is designed to provide teachers with a scientific basis for identifying myths and distortions about men and women. A pre-test and post-test are included to measure the user's awareness of stereotypes. Object lessons address the following areas: (1) common sexual stereotypes; (2) sexual functions; (3) the difference between physiological and social characteristics; (4) identification of sex organs; and (5) social roles and customs. (Author/APM)

ED 200 690 UD 201 347

Molina, Carmen Encide, Ed. *And Others*
Por Que Rosa No Es Valiente? Cuarto Modulo de una Serie para Maestros de Escuela Elemental (Why Isn't Rosie Brave? Fourth Module of a Series for Elementary School Teachers).
 Comision para el Mejoramiento de los Derechos de la Mujer, Santurce, Puerto Rico.
 Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.
 Pub Date—80

Note—48p.; For related documents see UD 201 344-345, UD 201 349, and UD 201 351.

Language—Spanish; English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Learning Modules, *Sex Bias, *Sex Role, *Sex Stereotypes, *Textbook Bias, *Textbook Content, *Textbook Evaluation

This guide in English and Spanish provides teachers with methods for identifying textbook bias and stereotyping. A pre-test and post-test designed to measure awareness of textbook stereotypes are included. Four object lessons discuss the function of repetition, cumulative effect, omission, and distortion in reinforcing stereotypes, especially sexual stereotypes. (APM)

ED 200 691 UD 201 349

Molina, Carmen Encide, Ed. *And Others*
Dona Ana No Esta Aqui. Sexto Modulo de una Serie para Maestros de Escuela Elemental (Dona Ana Isn't Here. Sixth Module of a Series for Elementary School Teachers).
 Comision para el Mejoramiento de los Derechos de la Mujer, Santurce, Puerto Rico.
 Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.
 Pub Date—80

Note—43p.; For related documents, see UD 201 344-345, UD 201 347, and UD 201 351.

Language—Spanish; English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Education, *Females, *History Textbooks, Learning Modules, Sex Role, *Sex Stereotypes, Social Studies, *Textbook Bias, *Textbook Content

This guide in English and Spanish examines the roles assigned to women in social studies textbooks and the omission of women from history books. It analyzes the topics, textbooks, pictures, and narrations in use, and offers alternatives to these biased materials. A pre-test and post-test are included to measure the user's awareness of textbook bias. Object lessons discuss: (1) sexual stereotypes in the textbooks; (2) the omission of women in textbook illustrations; and (3) the omission of women from historical narrations. Methods for teachers to correct these distortions are offered in conjunction with suggested texts. (Author/APM)

ED 200 692 UD 201 351

Garcia Ramis, Magali, Ed. *And Others*
Auxilio, Socorro! Salvame! Los Esterioripos de la Mujer en la Television, Octavo Modulo de una Serie para Maestros de Escuela Elemental. Fara Usar con la Grabacion (Help! Help! Save me! Sexual Stereotyping of Women. Eighth Module of a Series for Elementary School Teachers. Audiotape Transcriptions).
 Comision para el Mejoramiento de los Derechos de la Mujer, Santurce, Puerto Rico.
 Spons Agency—Women's Educational Equity Act Program (ED), Washington, D.C.
 Pub Date—80

Note—39p.; For related documents see UD 201 344-345, UD 201 347, and UD 201 349.

Language—Spanish; English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Females, Learning Modules, *Sex Role, *Sex Stereotypes, Socialization, *Television, Television Commercials

This guide in English and Spanish provides information for teachers concerning the roles assigned to women in television, and the stereotypes on which these roles are based. The guide contains a pre-test and a post-test to measure the user's awareness of sexual stereotyping. Four object lessons examine: (1) the traditional role of women on television; (2) the stereotype of the "defenseless woman"; (3) the stereotype of the "consumer woman"; and (4) the stereotype of the "vain and foolish woman." (APM)

ED 200 693 UD 201 356

Guerrero, Frank Jose
Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80.

Community School District 16, Brooklyn, N.Y.
 Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—403CH90345

Pub Date—[80]

Grant—G007604885

Note—74p.; Several appendices have been deleted in order to protect the privacy of individuals. For related documents see UD 201 358, UD 201 360, UD 201 362-363, UD 201 368, and UD 201 382-383.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Ancillary School Services, *Bilingual Education, Elementary Education, English (Second Language), *Hispanic Americans, Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Puerto Rican Culture, *Puerto Ricans, *Spanish Speaking, Staff Development Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (Brooklyn)

During the 1979-80 academic year the Bilingual Program in Community School District 16 in New York City, which served first through sixth graders, emphasized four areas: student achievement in English and Spanish reading, mathematics, and Puerto Rican history and culture; staff training; parental involvement; and supportive services. Student achievement was evaluated through norm and criterion referenced tests. It was found to vary from school to school within the district with most students making gains in most areas. The staff training component offered preservice, inservice and formal training at a university to bilingual staff members. The evaluator found that all activities were carried out successfully. Parents were encouraged to participate in advisory councils, workshops and cultural activities, and in English, Spanish, and High School equivalency classes. Family assistants were also available. The evaluator determined that family assistants and teachers provided a needed liaison with the community and that parents were involved in many activities. Supportive academic and cultural activities were offered by a bilingual resource teacher and were found to be effective. (MK)

ED 200 694 UD 201 357

Brunberg, Stephan F. Toledo, Victor
C.S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report, 1979-80.

Community School District 12, Bronx, N.Y.; National Training and Evaluation Center, New York, N.Y.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—[80]

Note—46p.; For related documents see UD 201 356-358, UD 201 360, UD 201 362-363, UD 201 366, UD 201 368, UD 201 378-379, UD 201 382-384.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academically Gifted, *Bilingual Education, Bilingual Teachers, Curriculum Development, Elementary Education, *English (Second Language), *Hispanic Americans, Parent Participation, *Program Effectiveness, Program Evaluation, Second Language Instruction, Spanish Speaking, Staff Development Identifiers—Elementary Secondary Education Act Title VII, Limited English Speaking, New York (Bronx)

This Title VII Bilingual Gifted and Talented Program was conducted in a community school district in New York City in 1979-80. The program served Hispanic students in grades K-6. A description of the school and the rationale for the program are presented, and program objectives are discussed. These are grouped in three major areas: (1) the instructional program; (2) staff development; and (3) parent involvement. Activities within each of these three areas are described. Findings presented include the results of on-site observations and testing. The results of student and parent questionnaires are also provided and discussed. Tables showing distribution of gifted students by grade, test results, and parents' perception of children's improvement are

included, and conclusions and recommendations are offered. (APM)

ED 200 695 UD 201 358

Kazlow, Carole Lachman, Susan
Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980.

Community School District 13, Brooklyn, N.Y.
 Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—[80]

Grant—G007904131

Note—23p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 201 356, UD 201 360, UD 201 362-363, UD 201 368, and UD 201 382-383.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Gains, Biculturalism, *Bilingual Education, Class Organization, Curriculum Development, Curriculum Evaluation, Elementary Education, *English (Second Language), *Hispanic Americans, Instructional Materials, Native Language Instruction, Parent Participation, *Program Effectiveness, Program Evaluation, *Reading Achievement, Second Language Instruction, *Spanish Speaking, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, Metropolitan Achievement Tests, New York (New York)

This report is an evaluation of a Title VII Bilingual Program conducted in New York City in 1979-1980 for Spanish speaking students. A program description outlines the methods used for selecting students for the bilingual program. A discussion of the evaluation's design and objectives is also included. The report presents student test scores in Spanish and English reading achievement along with explanatory notes. The evaluation considered the following facets of the program: (1) rooms and materials; (2) class structure and departmentalized instruction; (3) language use; (4) cultural aspects; (5) parental involvement; (6) staff development; and (7) curriculum development. The report concludes with a series of recommendations regarding testing, grouping, staff development, resources, and student placement. (APM)

ED 200 696 UD 201 360

Kazlow, Carole Lachman, Susan
District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980.

Community School District 13, Brooklyn, N.Y.
 Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—[80]

Grant—G007700587

Note—20p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 201 356, UD 201 358, UD 201 362-363, UD 201 368, and UD 201 382-383.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Gains, Biculturalism, *Bilingual Education, Class Organization, Curriculum Development, Curriculum Evaluation, *English (Second Language), *Haitian Creole, *Haitians, *Hispanic Americans, Instructional Materials, Junior High Schools, Parent Participation, Program Effectiveness, Program Evaluation, Reading Instruction, Reading Tests, Second Language Instruction, *Spanish Speaking, Staff Development, Truancy

Identifiers—Elementary Secondary Education Act Title VII, Metropolitan Achievement Tests, New York (New York)

This report is an evaluation of a Title VII Bilingual Program conducted in two New York junior high schools in 1979-1980 for Spanish speaking and Haitian students. A program description outlines the methods used for selecting students for the bilingual program. A discussion of the evaluation's design and objectives is also included. The evaluation considered the following aspects of the program: (1) room and materials; (2) general pedagogy; (3) language use; (4) cultural aspects; (5) parental involvement; (6) staff development; and (7)

curriculum development. The report presents student tests scores in Spanish and English reading achievement. It concludes with recommendations regarding testing, staff, bicultural activities, truancy, and student placement. (APM)

ED 200 697 UD 021 362

Young, John Driscoll, Berle M.

ESEA Title VII Chinese Bilingual Program, Community School District One, Final Evaluation Report, 1979-1980.

Community School District 1, New York, N.Y.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—[80]

Note—27p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 021 356, UD 021 358, UD 021 360, UD 021 363, UD 021 368, and UD 021 382-383.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingual Education, *Chinese, *Chinese Americans, Class Organization, Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, *English (Second Language), Ethnic Groups, Instructional Materials, Parent Participation, *Program Effectiveness, Program Evaluation, Reading Instruction, Reading Materials, Second Language Instruction, Teaching Methods

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (New York)

This report examines the progress and achievements of a Title VII Chinese Bilingual Program conducted in New York City in 1979-1980. The economic and ethnic composition of the school district and the school population are discussed in the introduction. The evaluation's design and data collection procedures are outlined along with the program's goals and objectives. The bilingual program's instructional scheme is examined in terms of class organization and curriculum instruction. Materials and techniques used in various content areas are described in a grade by grade breakdown that covers grades 1 through 9. Content areas include: (1) English language activities; (2) Chinese reading and language arts; (3) reading; (4) mathematics; (5) activities related to culture; and (6) the use of educational and cultural resources. Observations regarding attendance and parent involvement are drawn from attendance records and questionnaires. The results of a language assessment battery and the parents' questionnaires are presented. The report concludes with a positive evaluation of the program. (APM)

ED 200 698 UD 021 363

Neidich, Robert

Bilingual Program Project SELL, Final Report.

Community School District 27, Queens, N.Y.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date—31 Jul 80

Note—21p.; For related documents see UD 021 356, UD 021 358, UD 021 360, UD 021 362, UD 021 368, and UD 021 382-383.

Pub Type—Reports—Evaluative (142)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *English (Second Language), Heterogeneous Grouping, Intermediate Grades, Junior High Schools, Mainstreaming, Multicultural Education, Peer Influence, Program Descriptions, *Program Effectiveness, Program Evaluation, Role Models, *Spanish Speaking

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (New York)

Project SELL (Spanish/English Language Learning) served 344 limited English speaking (LEP) and 40 non-limited English speaking (non-LEP) students from intermediate and junior high schools in Queens, New York. Non-LEP students acted as role models for LEP students to assist in the improvement of English language skills while LEP students acted as role models in Spanish language and culture classes. Bilingual support personnel were available for LEP students. LEP students who achieved proficiency in English were transferred out of the program while receiving additional aca-

demic support services. LEP students were mainstreamed in all subject areas. A team of guidance counselors and family assistants supported pupil adjustment and parent involvement. The program was evaluated through a questionnaire which asked school principals to identify the strengths and weaknesses of Project SELL and through evaluator observations. The evaluator found that the program operated in a superior manner. (MK)

ED 200 699 UD 021 366

Title VII Bilingual Educational Approach (B.E.A.), Community School District 28, Final Report, 1979-1980.

Community School District 28, Queens, N.Y.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—17601; 17602

Pub Date—[80]

Grant—G00760488

Note—76p.; For related documents see UD 021 356-358, UD 021 360, UD 021 362-363, UD 021 368, UD 021 378-379, and UD 021 382-384.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, Elementary Education, English (Second Language), *Hispanic Americans, Junior High Schools, *Multicultural Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Spanish Speaking

Identifiers—Elementary Secondary Education Act Title VII, New York (Queens)

The basic goal of the Bilingual Educational Approach (B.E.A.) Program of District 28 in Queens, New York, was to develop and maintain Hispanic students' proficiency in English within a multicultural setting. B.E.A. operated in five elementary schools and one junior high school. Services were provided to 500 students. The program was implemented somewhat differently in each of the participating schools; however, all students received instruction in English and Spanish language arts and bilingual instruction in other academic subjects. B.E.A. was evaluated through pupil achievement measured with norm referenced tests; interviews with staff, parents, and students; and classroom observations. The evaluator found the program to be of immeasurable value and recommended that it be implemented again the following year. Student achievement data are appended. (MK)

ED 200 700 UD 021 368

Irizarry, Ruedie A. And Others

Fort Hamilton High School Project GRASP, ESEA Title VII, Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y.
Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—50014207613

Pub Date—80

Note—66p.; For related documents see ED 142 656, UD 021 356, UD 021 358, UD 021 360, UD 021 362-363, UD 021 382-383.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Achievement Gains, *Arabs, *Bilingual Education, Class Organization, Community Involvement, Curriculum Development, Curriculum Evaluation, English (Second Language), Ethnic Groups, *Greek Americans, *Hispanic Americans, Native Language Instruction, *North Americans, Parent Participation, *Program Effectiveness, Program Evaluation, Secondary Education, Second Language Instruction, Staff Development

Identifiers—Criterion Referenced English Syntax Test, Elementary Secondary Education Act Title VII, New York (Brooklyn)

This report is an evaluation of a Title VII Bilingual Program conducted at the Fort Hamilton High School in Brooklyn, New York, in 1979-1980. This bilingual program provided instruction for Greek, Spanish, and Arabic speaking students. The ethnic and economic composition of the neighborhood and of the school population are discussed, and the program's objectives, funding sources, and uses of those funds are examined. The program is analyzed in the following areas: (1) class organization; (2) curriculum and materials development; (3) staff development; (4) parental and community involvement; (5) supportive services; and (6) affective domain.

Tables are presented measuring each student ethnic group's achievement level in social studies, science, mathematics, and English and native language development. The tables also indicate students' performance on the Criterion Referenced English Syntax Test (CREST). The report concludes with a positive assessment of the program. (APM)

ED 200 701 UD 021 378

Project BETA, Community School Board District 6, Manhattan, Evaluation Report, 1979-80.

Community School District 6, New York, N.Y.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—07603

Pub Date—Nov 80

Note—41p.; Not available in paper copy due to reproduction quality of original document. Parts of appendices have been deleted because of reproducibility problems. For related documents see UD 021 356-358, UD 021 360, UD 021 362-363, UD 021 366, UD 021 368, UD 021 379, UD 021 382-384.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Art Education, *Bilingual Education, Bilingual Teachers, Community Role, Curriculum Development, *Curriculum Enrichment, Elementary Education, *English (Second Language), Guidance Programs, Hispanic Americans, Inservice Teacher Education, Material Development, *Multicultural Education, Parent Participation, Program Effectiveness, Second Language Instruction, *Spanish Speaking, Staff Development, Theater Arts, Visual Arts

Identifiers—Elementary Secondary Education Act Title VII, *English Speaking, New York (New York)

This is an evaluation of a Bilingual Education Through the Arts Program, established as a component of a bilingual-bicultural program conducted in a New York City school district in 1979-1980. The program involved both Spanish speaking and English speaking students in grades K-6. The report includes discussion of: (1) the program's characteristics; (2) its goals and objectives; (3) the instructional program; (4) the bilingual guidance program; (5) staff development; (6) parent and community involvement; (7) the curriculum and materials component; and (8) organization and staffing. The design of the evaluation is also reviewed. Findings of the evaluation cover the following areas: (1) the use of the arts; (2) Spanish Language Arts; (3) English as a Second Language; (4) social studies; (5) mathematics; and (6) science. Also provided are findings regarding: (1) pupil performance; (2) the guidance program; (3) staff skills; (4) inservice training; (5) parent involvement; (6) materials and curriculum development; and (7) program coordination. Language and achievement test data are presented along with conclusions and recommendations. The appendix includes sample evaluation forms and questionnaires. (APM)

ED 200 702 UD 021 379

Goldberg, Melvin And Others

Title VII Bilingual Bicultural Program, Community School District 5, Evaluation Report, 1979-1980.

Community School District 5, New York, N.Y.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—97601; 97602

Pub Date—30 Jul 80

Note—63p.; For related documents see ED 182 386, UD 021 356-358, UD 021 360, UD 021 362-363, UD 021 366, UD 021 368, UD 021 378, and UD 021 382-384.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, Bilingual Teachers, Curriculum Development, Elementary Secondary Education, *English (Second Language), Hispanic Americans, Inservice Teacher Education, Multicultural Education, Parent Participation, Preschool Education, *Program Effectiveness, Program Evaluation, *Reading Instruction, Second Language Instruction, *Spanish Speaking, *Staff Development

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (New York)

This Title VII Bilingual/Bicultural Program was

conducted in a New York City community school district in 1979-1980. It served limited English speaking Hispanic students in grades K-9. It provided subject area instruction in the students' native or dominant language, with an emphasis on reading instruction. The introduction of the report describes the program, its services, objectives, and staffing pattern. Methods used by evaluators are reviewed with emphasis on classroom observation techniques. Areas discussed include: (1) courses taken by teachers and paraprofessionals; (2) workshops for teachers and paraprofessionals; (3) parental involvement; (4) program management; and (5) observations of the Bureau for Monitoring and Review. Test data are presented for Spanish reading achievement, mathematics achievement, and preschool general ability. Data are arranged by grade, school, and district over a three year period. Conclusions and recommendations are included. (APM)

ED 200 703 UD 021 382
A Vitalized Transitional Program for Bilingual High School Students, George Washington High School, ESEA Title VII Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y.
 Office of Educational Evaluation.
 Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—50014207653
 Pub Date—[80]

Grant—G007905230

Note—49p.; Appendix E, "Bilingual Program Newsletter," has been deleted because of poor reproduction quality. For related documents see UD 021 356, UD 021 358, UD 021 360, UD 021 362-363, UD 021 368, and UD 021 383.

Pub Type—Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Academic Achievement, *Bilingual Education, Criterion Referenced Tests, *English (Second Language), Evaluation Criteria, *Non English Speaking, Parent Participation, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, *Spanish Speaking

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (New York)

During the 1979-1980 school year, the George Washington High School Bilingual Program served 310 ninth and tenth grade Spanish speaking students whose command of English was severely limited. The students received intensive instruction in English as a Second Language and content area instruction in Spanish. Additional program components included supportive services, staff development, parental involvement, curriculum development, and extracurricular activities. Evaluation of the program was accomplished through a comparison of outcomes to objectives. It was found that: (1) students mastered more objectives per month in English as a Second Language than were expected by program criteria; (2) students demonstrated statistically significant gains in Spanish reading achievement; (3) in the content areas, most groups of students achieved the criterion in mathematics, no groups achieved the criterion in science, only tenth grade groups reached the criterion in social studies, and all groups exceeded the expected criterion in language arts; (4) curriculum development objectives were met successfully; (5) inservice programs were held for teachers; and (6) increasing numbers of parents participated in school activities. (MK)

ED 200 704 UD 021 383
New York City Russian Bilingual Program, ESEA Title VII Final Evaluation Report, 1979-1980.

New York City Board of Education, Brooklyn, N.Y.
 Office of Educational Evaluation.
 Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—50015607601
 Pub Date—[80]

Grant—G007905030

Note—95p.; Some pages in appendices may be marginally legible due to reproduction quality of original document. For related documents see UD 021 356, UD 021 358, UD 021 360, UD 021 362-363, UD 021 368, and UD 021 382.

Pub Type—Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Acculturation, *Bilingual Education, Criterion Referenced Tests, *English (Second Language), Immigrants, Interviews, Multicultural Education, Private Schools, Program Descriptions, *Program Effectiveness, Program Evaluation, Public Schools, *Russian, Secondary Education

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (New York)

The New York City Russian Bilingual Program operated in three public and eight private secondary schools and served 740 students from families that immigrated from the Soviet Union. The program offered instruction in English as a Second Language, native language arts, and bilingual instruction in academic subjects. Program participants were mainstreamed for some areas of instruction. Additional program components included curriculum development, supportive services, staff development, parent and community involvement, and extracurricular activities. The program was evaluated through criterion referenced tests of student achievement, interviews with staff members, and evaluator observation. The program was found to be operating effectively. Tables of data are included. Translated competency examinations and program correspondence are appended. (MK)

ED 200 705 UD 021 384
Grover Cleveland High School Basic Bilingual Program, ESEA Title VII Final Evaluation Report, 1979-80.

New York City Board of Education, Brooklyn, N.Y.
 Office of Educational Evaluation.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bureau No.—500142-07649

Pub Date—[80]

Grant—G007904435

Note—66p.; For related documents see UD 021 356-358, UD 021 360, UD 021 362-363, UD 021 366, UD 021 368, UD 021 378-379, and UD 021 382-383.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Bilingual Teachers, Curriculum Development, Dropout Rate, *English (Second Language), Guidance Programs, *Hispanic Americans, *Italian Americans, *Native Language Instruction, Parent Participation, *Program Effectiveness, Program Evaluation, Secondary Education, Second Language Instruction, Spanish Speaking, Staff Development

Identifiers—Elementary Secondary Education Act Title VII, *Limited English Speaking, New York (Queens)

This report is an evaluation of a Title VII Bilingual Program conducted for Spanish speaking and Italian speaking high school students in 1979-1980. A section devoted to the program's description discusses: (1) the school district demography; (2) characteristics of the program participants; (3) personnel and administration; and (4) program goals and objectives. The structure of the English, Italian, and Spanish instructional programs is reviewed. Curriculum development, staff development, and supportive services, including home visits, guidance, and follow-up, are examined. Parent involvement and affective domain are also discussed. Tests results for both Italian and Spanish speaking students are presented for: (1) the Criterion Referenced English Syntax Test; (2) native language reading achievement; (3) mathematics performance; (4) science performance; (5) social studies performance; and (6) native language arts performance. Tables show attendance rates for both groups and a comparison of drop-out rates of program and mainstream students. Conclusions and recommendations are offered. (APM)

ED 200 706 UD 021 387
Vernacular Black English Inservice Program, King Elementary School, Final Evaluation.

Ann Arbor Public Schools, Mich.

Pub Date—80

Note—192p.; Not available in paper copy due to institution's restriction. Appendix A may be marginally legible due to reproduction quality of original document.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Black Dialects, Case Studies, Elementary Education, *Inservice Teacher Education, Interviews, Language Attitudes, Linguistics, Program Descriptions, *Program Effectiveness, Program Evaluation, Questionnaires, *Reading Ability, School Visitation, Teacher Improvement, Teacher Workshops, *Verbal Communication

Identifiers—Ann Arbor Public Schools MI

Teachers from the Martin Luther King Junior Elementary School in Ann Arbor, Michigan, completed a black vernacular inservice program during the 1979-80 academic year. This final report of the program was submitted to the superintendent of schools in compliance with a court order and is divided into four sections. The overview summarizes the educational and linguistic information available for the construction of the program and describes the five formal inservice sessions, four teacher directed seminar sessions, classroom observations, and teacher consultations that comprised the program. A report by external consultants presents the issues concerning black vernacular in an historical/contemporary setting, a description of workshop sessions on oral language assessment, a research review regarding black English and learning to read, and an evaluative report of classroom observations and teacher interviews. The Teacher Questionnaire Results section provides data regarding the teachers' perceptions of their understanding of the issues surrounding black English and learning to read as well as their perceptions of the inservice program itself. The Plaintiff Student Case Studies provide data regarding the progress of these students in reading and attendance and their use of black vernacular in school. (Author/MK)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor ——— **Perception**
Title ——— **Iconic Signs and Symbols in Audiovisual Communication,
 An Analytical Survey of Selected Writings and Research
 Findings, Final Report.**
ED 013 371 ——— **Accession Number**

Ability Grouping

Ability Grouping: Why Do We Persist and Should We.

ED 200 617

Absolutism

Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression.

ED 199 802

Abstracts

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

Resources in Education (RIE). Volume 16, Number 8.

ED 199 376

Academic Achievement

Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach.

ED 200 640

Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement.

ED 199 950

CAUSE Grant SER77-06227. Final Report.

ED 200 075

Classroom Environment as a Moderator of the IQ: School Performance Relationship.

ED 199 583

Correlates of Reading and Writing Achievement.

ED 199 642

Differences in Teachers' Perceptions of the Causes of Positive Versus Negative Student Achievement Outcomes.

ED 200 624

Factors Influencing the Vocational Aspirations of Victorian Year 9 Students.

ED 199 447

The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement.

ED 200 629

Middle School Research: Selected Studies 1977-79.

ED 199 819

Monograph on Grading for Universities.

ED 200 146

An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training.

ED 199 565

Reading and Literature: American Achievement in International Perspective.

ED 199 741

Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization.

ED 200 290

Relations Between Early Field Experiences and Performance in Subsequent Coursework.

ED 200 525

A Summary of Standards of Academic Progress Categories by Ethnic Category: Closing Fall Term, 1980-81. Research Report No. 81-02.

ED 200 263

Teacher Training and Student Achievement in Less Developed Countries. World Bank Staff Working Paper No. 310.

ED 199 811

Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.

ED 200 647

Academic Aptitude

The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement.

ED 200 629

Academic Aspiration

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.

ED 200 374

The Disabled College Freshman.

ED 199 959

Academic Community

Writing in the Academic Community.

ED 199 752

Academic Freedom

Welcome to Federal U., Campus No. 1037: Regulation and Academic Freedom.

ED 200 149

Academic Learning Time

A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report.

ED 199 990

Academic Libraries

Conservation and Preservation Programs for the University of California Libraries: Problems, Programs, and Costs. RR-80-2.

ED 200 221

A Directory of Library Instruction Programs in Pennsylvania Academic Libraries.

ED 200 225

Introducing the College-Bound Student to the Academic Library: A Case Study.

ED 200 236

University of Cincinnati. Central Library. Computerized Bibliographic Retrieval Services: Evaluative Report. July 1979-August 1980.

ED 200 253

Academic Persistence

CAUSE Grant SER77-06227. Final Report.

ED 200 075

College Student Attrition and Retention. College Board Report No. 81-1.

ED 200 170

College Student Perceptions Four Year Follow-up: 1973-77. Characteristics of Freshmen Associated with Retention.

ED 200 125

Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.

ED 200 127

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program, Report 12.

ED 200 283

The Response of the Schools to Teenage Pregnancy and Parenthood.

ED 199 629

Student Retention Strategies. AAHE-ERIC/-Higher Education Research Report No. 8, 1980.

ED 200 118

Academic Probation

A Summary of Standards of Academic Progress Categories by Ethnic Category: Closing Fall Term, 1980-81. Research Report No. 81-02.

ED 200 263

Academic Standards

A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.

ED 200 571

Academically Gifted

C.S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report. 1979-80.

ED 200 694

The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach.

ED 200 425//

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ED 200 517

- Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average.
ED 199 764
- Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School.
ED 199 647
- Access to Education**
The California Student Opportunity and Access Program: An Initial Evaluation.
ED 200 137
- Connecticut's Canterbury Tale: Prudence Crandall and the "School for Nigger Girls".
ED 200 497
- Florida Public Occupational Education Admission Standards and Practices Study.
ED 199 437
- Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/Community Service Task Force...Master Plan for Lifelong Learning.
ED 200 168
- Accessibility (for Disabled)**
Barriers in Higher Education for Persons with Handicaps: A Continued Challenge.
ED 200 155
- Meeting the Needs of the Handicapped Student Teacher.
ED 200 582
- Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.
ED 199 980
- Accident Prevention**
The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."
ED 200 322
- School Safety Handbook. A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23.
ED 199 806//
- Accountability**
Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System.
ED 199 836
- Institutional Research and External Agency Reporting Responsibility.
ED 200 074
- Quality and Accountability: An Evaluation of Statewide Program Review Procedures.
ED 200 156
- Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23.
ED 199 870
- Accounting**
Curriculum in Higher Education.
ED 200 152
- Accreditation (Institutions)**
A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee.
ED 200 161
- An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process.
ED 200 087
- Accrediting Agencies**
Nursing Education in Alabama: Supply and Demand. Quality of Programs and Minority Representation.
ED 200 131
- A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.
ED 200 571
- Acculturation**
Euro-Ethnic Families and Housing in Urban America.
ED 200 679//
- Intergovernmental Relations and Ethnicity.
ED 200 685//
- Refugee Settlers: Some Aspects of Australia's Changed Institutional Response.
ED 200 383

- Achievement**
Can Storybooks Really Change Behavior?
ED 200 320
- Achievement Anxiety Test**
A Validity Investigation of the Achievement Anxiety Test.
ED 200 636
- Achievement Rating**
Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers.
ED 200 307
- De-Grading Developmental Studies.
ED 200 293
- A Summary of Standards of Academic Progress Categories by Ethnic Category: Closing Fall Term, 1980-81. Research Report No. 81-02.
ED 200 263
- Achievement Tests**
An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment.
ED 200 627
- Action Research**
Action Research in Retrospect and Prospect.
ED 200 560
- Activism**
The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties.
ED 200 484
- Adapted Physical Education**
Pawtucket School Department's 1979-1980 Title IV-C. Adaptive and Corrective Program of Physical Education. Final Evaluation Report.
ED 199 955
- Adaptive and Corrective Program Physical Education**
Pawtucket School Department's 1979-1980 Title IV-C. Adaptive and Corrective Program of Physical Education. Final Evaluation Report.
ED 199 955
- Adaptive Testing**
Adaptive Mental Testing: The State of the Art.
ED 200 612
- Address Forms**
The Use and Analysis of Uncommon Forms of Address: A Business Example.
ED 200 049
- Adjustment (to Environment)**
Adaptations of Homemaking Skills for the Aged: Food Management. Teacher's Manual and Participant's Manual.
ED 199 621
- Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.
ED 199 620
- Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.
ED 199 618
- Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.
ED 199 617
- Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.
ED 199 622
- Curriculum Guide for (Displaced) Homemakers in Training. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.
ED 199 461
- Euro-Ethnic Women: Some Observations.
ED 200 681//
- La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismico Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.)
ED 200 668

- PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report. September, 1977 - August, 1980.
ED 200 672
- Person-Environment Congruence in Residences for the Elderly.
ED 199 575
- Sex Roles and Psychotherapy: Research Bases for Models of Health.
ED 199 599
- Support from Family and Friends: What Helps the Widow?
ED 199 584
- Administration**
Organization Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors.
ED 199 800
- Administrative Organization**
Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control.
ED 199 910
- Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.
ED 200 164
- Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.
ED 200 079
- Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.
ED 200 078
- Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report.
ED 200 165
- Administrative Policy**
Applied Communication: Use of Speech Communication Faculty Expertise in University Administration.
ED 199 796
- Formal Evaluation of Certificated Education Staff in Alberta: Practices and Policies. (A Survey Conducted by Alberta Education in 1980).
ED 199 909
- Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.
ED 200 164
- Administrator Attitudes**
Adult Literacy. A Study of Its Impact.
ED 199 473
- Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment.
ED 200 386
- Leadership Expectancy.
ED 199 837
- Administrator Characteristics**
Elementary School Principal Effectiveness.
ED 199 905
- Administrator Education**
The Problem of School People as Political Actors: Some Recommendations.
ED 199 823
- Administrator Guides**
A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools.
ED 200 662
- Administrator Qualifications**
Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report. October 1, 1979-December 31, 1980.
ED 200 093
- Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report. October 1, 1979-December 31, 1980.
ED 200 092

Salaries and Related Information for Kansas School Library Media Directors in 1978-1979. ED 200 212

Administrator Responsibility

Business Department Chairperson: An Administrator or a Teacher? ED 200 181
Directing Freshman English: The Roles of Administration in Freshman English Programs. ED 199 711
Grant Administration Manual for Title III Coordinators. ED 200 072
The Principals' A Selected Bibliography. ED 199 914
Student Affairs in the 1980s: A Decade of Crisis or Opportunity? ED 199 610

Administrator Role

Administrative Style as a Predictor of Evaluation Utilization. ED 200 611
Administrators and the Courts. The Best of ERIC on Educational Management. Number 56. ED 199 810
Directing Freshman English: The Roles of Administration in Freshman English Programs. ED 199 711
Elementary School Principal Effectiveness. ED 199 905
PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1. ED 199 419
The Principal as Change Agent. The Best of ERIC on Educational Management. Number 55. ED 199 808
The Principals' A Selected Bibliography. ED 199 914
The Problem of School People as Political Actors: Some Recommendations. ED 199 823
Recruitment, Retention, Attrition Project. ED 200 297
The Role of the School Principal in Comparative Perspectives. ED 199 930
Trustee Handbook. Fourth Edition. ED 199 830

Administrators

Administrators and the Courts. The Best of ERIC on Educational Management. Number 56. ED 199 810
Community School Development in Nova Scotia. Educational Research Series. Technical Report No. 20. ED 200 343
Compensation in Illinois Institutions of Higher Education. Summary of Findings. ED 200 157
Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report. October 1, 1979-December 31, 1980. ED 200 093
Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report. October 1, 1979-December 31, 1980. ED 200 092
Measuring Power Orientations of School Administrators. ED 200 615
Organization Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors. ED 199 800
Requirements for Certification for Elementary Schools, Secondary Schools, and Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-Sixth Edition. ED 200 605//
Women in Higher Education Administration: Status and Strategies. ED 200 120
Written Communication at the Managerial and Technical Levels: A Case Study. Working Paper 413. ED 199 749

Admission (School)

Florida Public Occupational Education Admission Standards and Practices Study. ED 199 437

Admission Criteria

Entering Higher Education in the United States: A Guide for Students from Other Countries. Revised Edition, 1981. ED 200 111
Florida Public Occupational Education Admission Standards and Practices Study. ED 199 437
RIPPS Student Selection Process. Monograph 8. ED 199 684

Adolescent Development

The Adventure Book—A Curriculum Guide to School Based Adventuring with Troubled Adolescents. ED 200 381

Adolescent Literature

The Best of Children's Books, 1964-1978. ED 199 754

Adolescents

American Public Opinion Toward Sex Education and Contraception for Teenagers. ED 200 496
La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismico Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.) ED 200 668
Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report. July 1, 1979-June 30, 1980. ED 199 463
Teenage Smoking: Immediate and Long-Term Patterns. ED 199 628
A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation. ED 200 348

Adopt A School

School-Community Cooperation: Oakland's Adopt-a-School Program. Technical Assistance Bulletin 25. ED 199 872

Adoption

Adoption Assistance and Child Welfare Act of 1980. Public Law 96-272. Ninety-Sixth Congress. H.R. 3434. ED 200 309

Adoption (Ideas)

A Collaborative Involvement Strategy for Educational Improvement. ED 200 576
Curriculum Innovation: Teacher Commitment, Training, and Support. ED 200 546
The Temporal Context of Adoption. ED 200 486
Two Constraints to Utilization at the School Level. ED 199 825

Adult Achievement Responsibility Scale

Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach. ED 200 640

Adult Basic Education

The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement. ED 199 572
A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs. ED 199 672

Adult Counseling

Preretirement Education and Counseling. ED 199 611
Programs and Practices in Adult Counseling. ED 199 585

Adult Development

Adult Cognitive Development A La Piaget. ED 199 472
An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies. ED 200 439
Counseling Women Course: A Course Description. ED 199 614
Family Relationships and Parenting Education: Aging. Instructor Guide. ED 199 623

Adult Education

Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series. Vol. 1. ED 199 387
The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement. ED 199 572
Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden. May 15-17, 1979). ED 200 378
Communication Training/Consulting: A Case Study in Training Real Estate Agents. ED 199 792
Comparing Adult Education Worldwide. ED 200 180//
Competency-Based Adult Education Bibliography. ED 199 571
Examining Controversies in Adult Education. ED 200 100//
Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980. ED 200 387
The Planning and Implementation of an Australian TAFE Clearinghouse System. ED 199 553
Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden. June 25-27, 1979). ED 199 381
A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report. ED 200 651
Unit 14: Adults and Education. Educational Studies: A Second Level Course. E222: The Control of Education in Britain. ED 199 384

Adult Learning

Adults as Learners. Increasing Participation and Facilitating Learning. ED 200 099//
Interview Schedule for Studying Some Basic Characteristics of Learning Projects. ED 199 398
Notes & Quotes on Adult Learning. ED 199 389

Adult Literacy

Adult Literacy: A Study of Its Impact. ED 199 473
Materials for Teaching Adult Functional Literacy in North Dakota: Annotated Bibliography. Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health. ED 199 479
A Selected Bibliography of Functional Literacy Materials for Adult Learners. ED 199 551

Adult Programs

The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement. ED 199 572
Participation Motivations of Older Adult Learners. ED 199 404
Programs and Practices in Adult Counseling. ED 199 585
A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report. ED 200 651

Adult Students

Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. 1.

ED 199 387

The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.

ED 200 069//

Structuring an Adult Learning Environment.

ED 199 658

Adult Vocational Education

Short Term Skill Training. Alternative Approaches. Information Series No. 222.

ED 199 445

Adults

What Influences Public Library Adult Patrons to Choose the Books They Borrow.

ED 200 191

Adults Learning Projects

Interview Schedule for Studying Some Basic Characteristics of Learning Projects.

ED 199 398

Advanced Composition

Journal of Advanced Composition, Volume 1, Number 1.

ED 199 743

Rewriting in Advanced Composition.

ED 199 738

Adventure Education

The Adventure Book—A Curriculum Guide to School Based Adventuring with Troubled Adolescents.

ED 200 381

The Development and Evaluation of the Wilderness Experience Program.

ED 200 366

Project Adventure Summer Trip—June 25-July 16, 1972.

ED 200 365

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.

ED 200 348

Adverbs

Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199.

ED 199 660

Advertising

Sex Stereotyping in Drug Advertisements: Evaluation of the Informal Curriculum.

ED 200 480

Supplement for Teaching Distributive Education II: Course of Study.

ED 199 469

Advisory Committees

A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee.

ED 200 161

Health Careers Curriculum Modules.

ED 199 525

The Retention Committee, University of Pittsburgh. A Report to the Provost.

ED 200 178

Aerospace Education

Aboard the Space Shuttle.

ED 200 440

Aerospace Technology

Aboard the Space Shuttle.

ED 200 440

Aesthetics

Aesthetic Patterning of Verbal Art and the Performance-Centered Text.

ED 200 051

Affective Behavior

Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values.

ED 199 569

The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication.

ED 199 799

Outcomes of Occupational Education. Phase II Report.

ED 199 529

Outcomes of Occupational Education. Phase I Report.

ED 199 528

Project BACSTOP Evaluation Report 1973-1974.

ED 200 346

The Relationships Between Teachers' Goal Orientations, Structure, and Observable Classroom Behaviors.

ED 200 590

Affective Objectives

Technical Writing: Past, Present, and Future.

ED 199 733

Affirmative Action

A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education.

ED 200 163

Employment and Ethnicity.

ED 200 682//

Florida Public Occupational Education Admission Standards and Practices Study.

ED 199 437

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

ED 200 098

Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.

ED 200 259

Africa

The African University in Development.

ED 200 142//

Module Curriculum Guide: A Study of Ourstory in Africa Pre and Post "His-story." Reference Works of Yosef Ben Jochannan.

ED 200 465

African Culture

Le monde francophone (The Francophone World).

ED 200 026

Module Curriculum Guide: A Study of Ourstory in Africa Pre and Post "His-story." Reference Works of Yosef Ben Jochannan.

ED 200 465

African History

The African University in Development.

ED 200 142//

Module Curriculum Guide: A Study of Ourstory in Africa Pre and Post "His-story." Reference Works of Yosef Ben Jochannan.

ED 200 465

Age

A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development.

ED 199 964

The Disabled College Freshman.

ED 199 959

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977).

ED 199 587

Age Differences

Classroom Reading Performance of Children in Relationship to Age Differences within Grades.

ED 199 671

The Development of Symbolic Representation: The Case of Building Blocks.

ED 200 333

Segmentation Skills of Young Children.

ED 200 339

A Survey of the Similarities and Differences Between Continuing Education and Younger Students.

ED 200 167

Age Segregation

Participation Motivations of Older Adult Learners.

ED 199 404

Agency Cooperation

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22.

ED 199 869

Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15.

ED 199 864

Subject Index

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31.

ED 199 876

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32.

ED 199 877

Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14.

ED 199 863

Agency Role

Effective Strategies for State Education Agencies in Community Education Development: A National Assessment.

ED 199 832

Private School Data: Issues of Policy and Procedure. The Federal Perspective.

ED 200 388

Aggression

Childhood Depression and Hyperactivity.

ED 199 958

Information About Alcohol Consumption as a Determinant of Responsibility Attributions.

ED 199 574

Socialization and Family Violence.

ED 199 615

The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.

ED 200 334

Aging (Individuals)

Adaptations of Homemaking Skills for the Aged: Food Management. Teacher's Manual and Participant's Manual.

ED 199 621

Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.

ED 199 620

Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.

ED 199 618

Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.

ED 199 617

Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.

ED 199 622

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual.

ED 199 619

Adult Cognitive Development A La Piaget.

ED 199 472

The Aged and Aging Developmentally Disabled: An Exploration Into Issues and Possibilities.

ED 199 589

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977).

ED 199 587

Family Relationships and Parenting Education: Aging. Instructor Guide.

ED 199 623

Older Women and Education.

ED 199 576

Physical and Psychological Decrements Affecting Reading in the Aged.

ED 199 633

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

ED 199 570

Agribusiness

Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised.

ED 199 535

Agricultural Colleges

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.

ED 200 374

Subject Index

Agricultural Education

Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas. ED 199 478

Kansas Farm and Ranch Management Project. ED 199 475

Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture. ED 199 552

Technical Writing Practically Unified through Industry. ED 199 709

Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised. ED 199 535

Agricultural Occupations

Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture. ED 199 552

Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised. ED 199 535

Agricultural Production

Kansas Farm and Ranch Management Project. ED 199 475

Agriculture

The Temporal Context of Adoption. ED 200 486

Aid to Families with Dependent Children

Adoption Assistance and Child Welfare Act of 1980. Public Law 96-272, Ninety-Sixth Congress, H.R. 3434. ED 200 309

Air Conditioning

Energy Conservation in School Facilities. Energy Conservation Guidelines 2. ED 199 839

Aircraft Pilots

Medical Handbook for Pilots. ED 200 433

Alabama

Nursing Education in Alabama: Supply and Demand, Quality of Programs and Minority Representation. ED 200 131

Alarm Systems

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8. ED 199 426

Alaska Natives

Education Assistance for American Indians & Alaska Natives. ED 200 341

Alberta

Formal Evaluation of Certificated Education Staff in Alberta: Practices and Policies. (A Survey Conducted by Alberta Education in 1980). ED 199 909

Alcoholism

Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2. ED 200 559

Theories of the Alcoholic Personality. ED 199 579

Allied Health Occupations

Health Occupations in Illinois: Executive Summary. ED 199 508

Medical Service Clinical Laboratory Procedures-Hematology. ED 200 431

Medical Service Clinical Laboratory Procedures-Bacteriology. ED 200 432

Medical Service Clinical Laboratory Procedures-Parasitology. ED 200 430

Medical Service Clinical Laboratory Procedures-Serology. ED 200 429

A Training Manual for Nuclear Medicine Technologists. ED 200 428

Allied Health Occupations Education

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations. Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3. ED 199 378

Communication Education in the Future: The Emerging Area of Health Communication. ED 199 789

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations. Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16. ED 199 380

Education Assistance for American Indians & Alaska Natives. ED 200 341

A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee. ED 200 161

Health Occupations Education Today! And Tomorrow! ED 199 471

Health Occupations in Illinois: Executive Summary. ED 199 508

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report. October 1, 1977-June 30, 1979. ED 200 133

Occupational and Environmental Health: A Resource Guide for Health Science Students. ED 199 449

A Report on Health Sciences Education Planning for California: 1980-1982. ED 200 140

American Association of Colleges for Teacher Educ

AACTE State Associations and Public Law 94-142. ED 200 583

Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation. ED 200 537

American Indian Culture

Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project. ED 200 390

Strategies for Teaching Composition to Native Americans. ED 199 761

American Indian Education

Analysis of Key Federal Legislation Affecting Vocational Education for Indians. ED 199 390

Annual Report of Indian Education in Montana. Johnson-O'Malley Activities. Fiscal Year 1978. ED 200 353

Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment. ED 200 386

Education Assistance for American Indians & Alaska Natives. ED 200 341

The Status of Native American Women in Higher Education. ED 200 364

Study of Title II of PL 93-638. ED 200 376

Anxiety

211

American Indian Languages

Guarani Basic Course, Part I. ED 200 014

Guarani Basic Course, Volume II. ED 200 015

American Indian Literature

Integrity in Teaching Native American Literature. ED 199 765

American Indian Studies

The Study of Ethnic Groups. ED 200 091

American Indians

Integrity in Teaching Native American Literature. ED 199 765

Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project. ED 200 390

Strategies for Teaching Composition to Native Americans. ED 199 761

Analogy

The Effect of Instructions and Priming on the Use of Analogy Strategies in Reading. ED 199 675

Anatomy

Infants' Perception of Visual Movement: A Review and Theoretical Analysis. ED 200 321

Military Curricula for Vocational & Technical Education. Orthopedic Specialist. Classroom Course 10-13. ED 199 379

Ancillary School Services

Meeting Student's Needs: A Promising Innovation. ED 200 558

Androgyny

Sex Roles and Psychotherapy: Research Bases for Models of Health. ED 199 599

Anglo Americans

New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons. ED 200 351

Animals

Humane Education: The Status of Current Research and Knowledge. Special Report. ED 200 471

Mosquitoes: A Resource Book for the Classroom. ED 200 392

Teacher's Guide for Earthworms. ED 200 393

Annotated Bibliographies

The Explorer's Guide to the Universe. A Reading List for Planetary and Space Science. ED 200 441

Integrity in Teaching Native American Literature. ED 199 765

Midwest Race Desegregation Assistance Center Annotated Bibliography 1979. ED 200 311

Reading Ladders for Human Relations. 6th Edition. ED 199 745//

Answer Changing (Tests)

Answer Changing Behavior on Objective Tests: What is Our Responsibility? ED 199 638

Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety. ED 200 633

Anthropological Linguistics

Language Differences in Strategies for the Interactional Management of Conversation. ED 200 053

Anxiety

The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension. ED 199 778

Oral Communication Apprehension: Reconceptualization and a New Look at Measurement.

ED 199 788

Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization.

ED 200 290

Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education.

ED 199 710

Appalachia (South)

Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet.

ED 200 361

Applied Linguistics

Theoretical Aspects of Translation.

ED 200 043

Toward a Philosophy of Second-Language Learning and Teaching. The Foreign & Second Language Education Series.

ED 200 039//

Aptitude Tests

Lambrecht Shorthand Aptitude Test and Teacher's Manual.

ED 200 641

1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends.

ED 200 082

Arabs

Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980.

ED 200 700

Selected Bibliography of Arab Educational Materials, Vol. 3, No. 2, 1978.

ED 200 505

Arbitration

Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th, New York, New York, April 1980).

ED 200 112

Archives

A Guide to the Literature on Deterioration, Conservation, and Preservation of Library Material. RR-81-1.

ED 200 223

Area Studies

Le monde francophone (The Francophone World).

ED 200 026

The People's Republic of China: A Basic Handbook. Second Edition.

ED 200 469

University of South Alabama Dialect Tape Center: Audio Tape Resources.

ED 199 782

Arithmetic

Sex Differences in Sixth Grade Children's Problem Solving.

ED 200 649

Arkansas

Special Purpose Dissemination Grant. Final Report.

ED 200 234

Armed Forces

Medical Service Clinical Laboratory Procedure-Hematology.

ED 200 431

Medical Service Clinical Laboratory Procedures-Bacteriology.

ED 200 432

Medical Service Clinical Laboratory Procedures-Parasitology.

ED 200 430

Medical Service Clinical Laboratory Procedures-Serology.

ED 200 429

Army

A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP).

ED 200 643

Art

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts.

ED 199 956

Art Education

Project BETA. Community School Board District 6, Manhattan. Evaluation Report, 1979-80.

ED 200 701

Articulation (Education)

The California Student Opportunity and Access Program: An Initial Evaluation.

ED 200 137

A New System of Education.

ED 199 920

An Overview of Articulation Efforts in Vocational Education: Implications for State Planning.

ED 199 558

Asian Americans

Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.

ED 200 653

Asian Studies

Basic Skills in Asian Studies: China. Service Center Papers on Asian Studies, No. 13.

ED 200 493

Basic Skills in Asian Studies. Service Center Papers on Asian Studies, No. 14.

ED 200 494

China Briefing, 1980.

ED 200 510

Modernization and Japan: A Two-Week Unit for High School Social Studies. Service Center Papers on Asian Studies, No. 10.

ED 200 491

Teaching about Southeast Asia in U. S. Secondary Schools. Service Center Papers on Asian Studies, No. 11.

ED 200 492

Aspect (Verbs)

Acquisition of Temporal and Aspectual Distinctions in Mandarin.

ED 200 006

Assertiveness

Empathy and Assertive Communication.

ED 199 793

Associated Schools Project

International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (UNESCO House, Paris, September 8-12, 1980). Final Report.

ED 200 478

Associative Learning

Short-Term Memory and Reading Related Language Patterns.

ED 199 632

Word Association Extended: A Study of the Effects of Written Context on Word Meaning.

ED 199 686

Astronomy

Employment Survey 1979. AIP Report.

ED 200 071

The Explorer's Guide to the Universe. A Reading List for Planetary and Space Science.

ED 200 441

At Risk (for Handicap)

Too Late at Eight: Prevention and Intervention, Young Children's Learning Difficulties.

ED 199 988

Attendance

Grading Attendance: Does It Reduce Absenteeism?

ED 199 408

Attendance Patterns

Grading Attendance: Does It Reduce Absenteeism?

ED 199 408

Attention

Childhood Depression and Hyperactivity.

ED 199 958

Subject Index

Attitude Change

The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers.

ED 200 528

Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect?

ED 199 604

Measuring Attitude Change Toward Special Needs Learners. Final Report.

ED 200 539

Non-Sexist Teacher Education Project Field Trial. Evaluation Report.

ED 200 526

Relations Between Early Field Experiences and Performance in Subsequent Coursework.

ED 200 525

The Transition from Student of Reading Methods to Teacher of Reading.

ED 200 547

Attitude Measures

Assessment of Classroom Status: Using the Perception of Social Closeness Scale.

ED 200 616

Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect?

ED 199 604

The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often"?

ED 200 620

Outcomes of Occupational Education. Phase II Report.

ED 199 529

Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs.

ED 200 637

Attitudes

Education in the Medical Care Setting: Perceptions of Selected Physicians.

ED 199 459

Humane Education: The Status of Current Research and Knowledge. Special Report.

ED 200 471

Memory Processes and the Integration of Attitudinal and Behavioral Information.

ED 199 605

Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education. K-12.

ED 199 534

Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien.

ED 199 573

Attribution Theory

Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach.

ED 200 640

Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.

ED 199 580

Determinants of Self-Centered Judgments of Responsibility in Group Settings.

ED 199 600

Differences in Teachers' Perceptions of the Causes of Positive Versus Negative Student Achievement Outcomes.

ED 200 624

Effects of Outcome Knowledge and Content on Supervisors' Judgments.

ED 199 607

Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect?

ED 199 604

Information About Alcohol Consumption as a Determinant of Responsibility Attributions.

ED 199 574

Perceptions of Male and Female Dominant Behavior in Small Group Interactions.

ED 199 776

The Reformulated Model of Learned Helplessness: An Empirical Test.

ED 199 591

Verbal Behavior as Mediations of Teacher Expectation Effects.

ED 199 613

Audience Analysis

An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation.

ED 199 771

Subject Index

Audience Awareness

- Audience-Based Composition: The Freshman Writer and the Professional Journalist.
ED 199 706

Audience Response

- Political News on Television: A Closer Look at Audience Use and Avoidance Orientations.
ED 199 786

Audiotape Recordings

- Educational Slides: Form and Function.
ED 200 189

Audiovisual Aids

- An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers.
ED 199 544

Media Ideas Handbook.

ED 200 241

- Selected Sources of Instructional Materials. A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education.
ED 200 552

- 1980 Multi-Media Evaluation Report.
ED 200 245

Audiovisual Instruction

- Educational Slides: Form and Function.
ED 200 189

Audition (Theatrical)

- Evaluation of Videotaped and Live Theatre Auditions.
ED 200 610

Auditory Discrimination

- Cross-linguistic Studies of Infant Speech. Perception: The Role of Linguistic Experience.
ED 200 018

Auditory Perception

- The Influence of Spelling on Speech Perception.
ED 199 697

Aural Learning

- Vocabulary Development in the Classroom.
ED 200 310

Australia

- An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Druitt Early Childhood Project: Project Evaluation Report Number 7.
ED 200 304

- A Case for Establishing a Teaching and Learning Service Unit at U.N.E.
ED 200 073

- A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Druitt Early Childhood Project: Project Evaluation Report Number 8.
ED 200 305

- Refugee Settlers: Some Aspects of Australia's Changed Institutional Response.
ED 200 383

- Teacher Induction: An Aspect of the Education and Professional Development of Teachers.
ED 200 515

Authors

- Integrity in Teaching Native American Literature.
ED 199 765

Autism

- The Use of "Rest" (Restricted Environmental Stimulation Therapy) as a Therapeutic Treatment Model for the Autistic Child: A Pilot Study.
ED 199 943

Auto Body Repairers

- Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair.
ED 199 495

- Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body.
ED 199 493

- Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment.
ED 199 494

- Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding.
ED 199 496

Auto Mechanics

- Auto Mechanics Modules 1-6: Bilingual Vocational Language Development Workbook.
ED 199 486

- Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety.
ED 199 487

- Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System.
ED 199 488

- Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System.
ED 199 489

- Bilingual Skills Training Program. Auto Mechanics. Module 4.0: The Automotive Electrical System.
ED 199 490

- Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions.
ED 199 491

- Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope.
ED 199 492

Autoinstructional Aids

- Suggestions for Designing Learning Activity Packets, Instructional Systems, and Other Self Instructional Strategies.
ED 200 196

Automation

- New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.
ED 199 526

Automotive Fuel Systems

- Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System.
ED 199 489

Aviation Education

- Medical Handbook for Pilots.
ED 200 433

Bachelors Degrees

- The Baccalaureate Degree Program at INTER/MET.
ED 200 174

- Earned Degrees Conferred 1977-78.
ED 200 154

- Employment Attributes of Recent Science and Engineering Graduates. Special Report.
ED 200 123

Back to Basics

- Usage: Or Back to Basics: An Old Saw Reshaped.
ED 199 736

Bacteriology

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology.
ED 199 497

Bakke v Regents of University of California

- Employment and Ethnicity.
ED 200 682//

Barat College IL

- A Survey of the Similarities and Differences Between Continuing Education and Younger Students.
ED 200 167

Barbers

- Barbering/Cosmetology. Module 6-10: Bilingual Vocational Language Development Workbook.
ED 199 502

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology.
ED 199 497

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 10.0: Circulatory System.
ED 199 507

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation.
ED 199 498

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 3.0: Cells.
ED 199 499

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 4.0: Skeletal System.
ED 199 500

Beginning Teachers

213

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 5.0: Nervous System.
ED 199 501

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 6.0: Muscular System.
ED 199 503

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 7.0: Endocrine System.
ED 199 504

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 8.0: Excretory System.
ED 199 505

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 9.0: Respiratory System.
ED 199 506

Basal Reading

- Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material.
ED 199 652

Baseball

- Le Golf, El Golf, and Le Baseball.
ED 200 045

Basic Skills

- Basic Skills Assessment Program. Parent Pamphlet, Teacher Pamphlet, and Administrator Pamphlet.
ED 200 606

- Basic Skills in Asian Studies: China. Service Center Papers on Asian Studies. No. 13.
ED 200 493

- Basic Skills in Asian Studies. Service Center Papers on Asian Studies. No. 14.
ED 200 494

- Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980 Administration.
ED 200 332

- Helping Your Child Achieve in School.
ED 200 314

- A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP).
ED 200 643

- A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs.
ED 199 672

- A Selected Bibliography of Functional Literacy Materials for Adult Learners.
ED 199 551

- Basic Skills Assessment Program. Parent Pamphlet, Teacher Pamphlet, and Administrator Pamphlet.
ED 200 606

Basic Skills Education Program

- A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP).
ED 200 643

- Basketball
We Killed Them: Trials and Tribulations of a Special Olympic Basketball Team.
ED 199 952

- Beginning Reading
If You Teach Phonics, These 7 Suggestions Could Help.
ED 199 669

- Prereading: A Developmental Perspective. Technical Report No. 198.
ED 199 659

- Beginning Teachers
Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980).
ED 200 581

- The Beginning Teacher: A Practical Guide to Problem Solving.
ED 200 565

- Teacher Induction: An Aspect of the Education and Professional Development of Teachers.
ED 200 515

Behavior

- Memory Processes and the Integration of Attitudinal and Behavioral Information. ED 199 605

Behavior Change

- Can Storybooks Really Change Behavior? ED 200 320
- One School's Positive Action Plan. ED 200 375
- The Token Ineffectual: The Woman in Academe. ED 199 602

Behavior Development

- Minor Anomalies and Behavior in Different Home Environments. ED 200 335
- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment. ED 200 334
- Update and Implications of Early Personal-Social Learning. ED 200 327

Behavior Modification

- Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7. ED 199 860
- The Development and Evaluation of the Wilderness Experience Program. ED 200 366
- Motivation. What Research Says to the Teacher. ED 200 564
- The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36. ED 199 881

Behavior Patterns

- Adaptation to Work: An Exploration of Processes and Outcomes. ED 199 428
- An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers. ED 199 625
- Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement. ED 199 950
- Correlates of Drug Use, Part 1: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8. ED 199 616
- Information About Alcohol Consumption as a Determinant of Responsibility Attributions. ED 199 574
- Teenage Smoking: Immediate and Long-Term Patterns. ED 199 628
- The Use of "Rest" (Restricted Environmental Stimulation Therapy) as a Therapeutic Treatment Model for the Autistic Child: A Pilot Study. ED 199 943
- Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien. ED 199 573

Behavior Problems

- Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37. ED 199 882
- Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7. ED 199 860
- Common Solutions for the Uncommon Child. ED 199 941
- Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies. ED 200 520
- Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5. ED 199 859

Behavior Theories

- Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect? ED 199 604

Behavioral Objectives

- The Adventure Book—A Curriculum Guide to School Based Adventuring with Troubled Adolescents. ED 200 381
- Basic Skills Assessment Program. Parent Pamphlet, Teacher Pamphlet, and Administrator Pamphlet. ED 200 606
- Competency-Based Education: An Overview. ED 200 268
- One School's Positive Action Plan. ED 200 375
- Student Performance Expectations of the Foundation Program. ED 199 899

Behavioral Science Research

- The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication. ED 199 799
- Managerial Styles in Academe: Do Men and Women Differ? ED 199 794
- Perceptions of Male and Female Dominant Behavior in Small Group Interactions. ED 199 776

Belgium (Brussels)

- Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95. ED 200 061

Bias

- Some Causes of Labeling Bias in Psychiatric Diagnosis. ED 199 606

Bibliographic Retrieval Services

- BRS Mini-Manual: A Brief Guide to User Commands. ED 200 220

Bibliotherapy

- Medicine for the Soul. ED 200 232

Bicentennial Ethnic Racial Coalition

- Conceptual Considerations of Ethnicity: Past, Present, and Future. ED 200 678//

Biculturalism

- Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95. ED 200 061

Bilingual Education

- Auto Mechanics Modules 1-6: Bilingual Vocational Language Development Workbook. ED 199 486
- Barbering/Cosmetology, Module 6-10: Bilingual Vocational Language Development Workbook. ED 199 502
- Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume I. ED 200 005
- A Bilingual Model for the Teaching of Immigrant Children. ED 200 325
- Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980. ED 200 695
- Bilingual Program Project SELL. Final Report. ED 200 698
- Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair. ED 199 495
- Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety. ED 199 487
- Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System. ED 199 488
- Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System. ED 199 489
- Bilingual Skills Training Program. Auto Mechanics. Module 4.0: The Automotive Electrical System. ED 199 490

Subject Index

- Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions. ED 199 491
- Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope. ED 199 492
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology. ED 199 497
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 10.0: Circulatory System. ED 199 507
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation. ED 199 498
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 3.0: Cells. ED 199 499
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 4.0: Skeletal System. ED 199 500
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 5.0: Nervous System. ED 199 501
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 6.0: Muscular System. ED 199 503
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 7.0: Endocrine System. ED 199 504
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 8.0: Excretory System. ED 199 505
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 9.0: Respiratory System. ED 199 506
- Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes. ED 199 483
- Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety. ED 199 484
- Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products. ED 199 485
- Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body. ED 199 493
- Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment. ED 199 494
- Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding. ED 199 496
- C.S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report, 1979-80. ED 200 694
- Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher. ED 200 062
- District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980. ED 200 696
- Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment. ED 200 386
- ESEA Title VII Chinese Bilingual Program. Community School District One. Final Evaluation Report, 1979-1980. ED 200 697
- Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980. ED 200 700
- Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80. ED 200 705
- New York City Russian Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980. ED 200 704
- Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency. ED 199 963

- Project BETA. Community School Board District 6, Manhattan. Evaluation Report, 1979-80. ED 200 701
- R&D Speaks: Bilingual/Multicultural Education. Conference Proceedings (Austin, Texas, November 12-13, 1979). ED 200 011
- Research Survey of Bilingualism and Bilingual Education in the Soviet Union. ED 200 035
- Title VII Bilingual Bicultural Program. Community School District 5. Evaluation Report, 1979-1980. ED 200 702
- Title VII Bilingual Educational Approach (B.E.A.). Community School District 28. Final Report, 1979-1980. ED 200 699
- Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80. ED 200 693
- Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide. ED 200 352
- A Vitalized Transitional Program for Bilingual High School Students. George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980. ED 200 703
- Bilingual Materials**
Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings. ED 199 559
- Bilingual Programs**
R&D Speaks: Bilingual/Multicultural Education. Conference Proceedings (Austin, Texas, November 12-13, 1979). ED 200 011
- Bilingualism**
Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95. ED 200 061
- Research Survey of Bilingualism and Bilingual Education in the Soviet Union. ED 200 035
- Biochemistry**
Teaching Techniques in Clinical Chemistry. ED 200 457
- Biographical Inventories**
Portrayals of Teacher Development. ED 200 600
- Biographies**
Samuel Eliot Morison: The Man, the Historian, the Literary Artist and the Educator. ED 200 458
- They Chose Greatness: Women Who Shaped America and the World. ED 200 674
- Biological Sciences**
Teacher's Guide for Earthworms. ED 200 393
- Towards a Biosocial Perspective: Suggestions from a Biologist. ED 200 460
- Biology**
Pennsylvania's Energy Curriculum for the Secondary Grades: Biological Science. ED 200 409
- Biomedical Equipment**
Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition. ED 200 427
- Birth Order**
Use of Case History Data for the Development of Equations in Predicting High Risk, Reading Disabled Students. ED 199 687
- Black Achievement**
Teacher Race and Expectations for Student Achievement. ED 200 659
- Black Attitudes**
The Black Vote: Racial Intolerance or the Politics of Perception. ED 200 466
- Black Colleges**
Psychosocial Environments of Black Colleges: A Theory-Based Assessment. ED 200 660
- Black Culture**
The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties. ED 200 484
- Black Dialects**
Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199. ED 199 660
- From Black-White Speech Relationships to the Ethnography of Communication, or, Who Profits from Research? ED 199 705
- The Other "Come" in Black English. ED 200 046
- Vernacular Black English Inservice Program. King Elementary School. Final Evaluation. ED 200 706
- Black Employment**
Psychosocial Environments of Black Colleges: A Theory-Based Assessment. ED 200 660
- Black History**
Black Chronicle: An American History Textbook Supplement. Revised. ED 200 506
- Black Literature**
Aesthetic Patterning of Verbal Art and the Performance-Centered Text. ED 200 051
- Black Power**
The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties. ED 200 484
- Black Stereotypes**
Ideas, Creencias, Actitudes. Primer Modulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes. First Module of a Series for Elementary Teachers). ED 200 688
- Black Students**
Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System. ED 200 687
- Black Students in Interracial Schools: A Guide for Students, Teachers, and Parents. ED 200 652//
- Psychosocial Environments of Black Colleges: A Theory-Based Assessment. ED 200 660
- A Survey of Student Rights in a Public and Alternative High School. ED 199 592
- Teacher Race and Expectations for Student Achievement. ED 200 659
- Black Studies**
Black Chronicle: An American History Textbook Supplement. Revised. ED 200 506
- Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study. ED 200 665
- The Study of Ethnic Groups. ED 200 091
- Black Teachers**
Teacher Race and Expectations for Student Achievement. ED 200 659
- Black Youth**
Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I. ED 200 306
- Blacks**
Black-White Differences in Responses to California Psychological Inventory Items. ED 199 601
- Connecticut's Canterbury Tale: Prudence Crandall and the "School for Nigger Girls". ED 200 497
- Minorities in the Media. ED 199 790
- Parent Imprisonment and Child Socialization Research Project. Executive Summary. ED 200 319
- Parent Imprisonment and Child Socialization Research Project. Final Report. ED 200 308
- The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians. ED 199 650
- Blame**
Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage. ED 199 580
- Block Program**
1980 Graduates of the Block Project. A Follow-Up Study. ED 200 532
- Board Administrator Relationship**
Trustee Handbook. Fourth Edition. ED 199 830
- Board of Education Policy**
Trustee Handbook. Fourth Edition. ED 199 830
- Board of Education Role**
Trustee Handbook. Fourth Edition. ED 199 830
- Boards of Education**
Effects of Collective Bargaining on Teacher-Board Relationship. ED 199 922
- Equitunity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education. ED 199 548
- In the Matter of the Board of Education of the City of Trenton, Mercer County: Commissioner of Education Decision. ED 200 670
- Body Language**
Language Differences in Strategies for the Interactional Management of Conversation. ED 200 053
- Body Weight**
Validation of a Weight Reduction Treatment Package for the Retarded. ED 199 962
- Book Reviews**
Creating a Mini Book Review Journal. ED 200 536
- Books**
Dictionary Catalog of Official Publications of the State of New York. Monographs Cataloged by the New York State Library, 1980, No. 2, January 1, 1980 to July 11, 1980. ED 200 250
- Bowling Green State University OH**
Integrating Clinical Experiences Throughout the Preservice Curriculum. ED 200 568
- British Columbia**
British Columbia Library Network: A Study of Feasibility. Revised. ED 200 203
- The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised. ED 200 204
- DOBIS-WLN Impact Study. Report. ED 200 205
- Proposal to Fund the Establishment of a Computer Based Library Service Utility in British Columbia. ED 200 206
- RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Feder-

ation and Greater Victoria Public Library.

ED 200 207

Broadcast Industry

Minorities in the Media.

ED 199 790

Minority Broadcasting Ownership.

ED 199 791

Broadcast Television

Children and Television. A Digest of Events Saluting International Year of the Child.

ED 200 199

Browsing

What Influences Public Library Adult Patrons to Choose the Books They Borrow.

ED 200 191

Budgeting

Federal R&D Obligations Will Show Real Growth in 1981 - Mostly From DOD Programs. Science Resources Studies Highlights, December 31, 1980.

ED 200 406

Budgets

Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont.

ED 199 382

Bulletin Boards

Display and Presentation Boards.

ED 200 195

Bureaucracy

Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control.

ED 199 910

The Function of Educational Administration in the Processes of Cultural Transmission.

ED 199 911

Bus Transportation

Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4.

ED 199 841

Business

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5.

ED 199 416

Business Administration

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1.

ED 199 412

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5.

ED 199 416

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6.

ED 199 417

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7.

ED 199 418

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.

ED 199 419

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2.

ED 199 420

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

ED 199 421

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

ED 199 427

Business Administration Education

Business Department Chairperson: An Administrator or a Teacher?

ED 200 181

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1.

ED 199 409

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2.

ED 199 410

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.

ED 199 411

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1.

ED 199 412

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2.

ED 199 413

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3.

ED 199 414

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.

ED 199 415

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5.

ED 199 416

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6.

ED 199 417

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7.

ED 199 418

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.

ED 199 419

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2.

ED 199 420

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

ED 199 421

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.

ED 199 422

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.

ED 199 423

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.

ED 199 424

Subject Index

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.

ED 199 425

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.

ED 199 426

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

ED 199 427

Business Communication

Languages, Education and Industry: A Summary of Reports and Conferences.

ED 200 016

Technical Writing Practically Unified through Industry.

ED 199 709

Business Correspondence

Technical Writing Practically Unified through Industry.

ED 199 709

Business Education

Combining Basic Business Math and Electronic Calculators.

ED 200 274

Desk Top Computers.

ED 200 275

Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas.

ED 199 478

Business Responsibility

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.

ED 199 425

Calculators

Combining Basic Business Math and Electronic Calculators.

ED 200 274

Hand-Held Calculators in the Classroom: A Review of the Research.

ED 200 416

Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436

1980 Ohio Regional Conferences on Mathematics Education.

ED 200 421

California

An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.

ED 200 372

BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised.

ED 200 202

College-Going Rates in California. 1979 Update (A Summary).

ED 200 141

Conservation and Preservation Programs for the University of California Libraries: Problems, Programs, and Costs. RR-80-2.

ED 200 221

CULP (California Union List of Periodicals) 1980 User Survey Results. PN-77.

ED 200 224

Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods.

ED 200 173

Public Library Trustees and Commissioners Tool Kit: Orientation Guidelines.

ED 200 252

Quality and Accountability: An Evaluation of Statewide Program Review Procedures.

ED 200 156

Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California).

ED 200 254

A Report on Health Sciences Education Planning for California: 1980-1982.

ED 200 140

Subject Index

Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.

ED 200 259

Utilization of Marketing Techniques in California Community Colleges.

ED 200 295

California Community Colleges

Handicapped Programs: California Community Colleges.

ED 200 271

California Psychological Inventory

Black-White Differences in Responses to California Psychological Inventory Items.

ED 199 601

California Student Opportunity and Access Program

The California Student Opportunity and Access Program: An Initial Evaluation.

ED 200 137

Camping

Camp Unit Design Guidelines.

ED 200 513

Canada

Canadian Universities 1980 and Beyond. Enrollment, Structural Change and Finance.

ED 200 066

Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers.

ED 200 307

Children and Television. A Digest of Events Saluting International Year of the Child.

ED 200 199

The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth.

ED 199 598

A Report on the Festival of Children's Programming (Montreal, Quebec, Canada, October 16-18, 1977).

ED 200 200

Subject Headings Guide: Adapted from Sears List of Subject Headings and the Canadian Companion to Sears. School Library Guide. SL-37-80.

ED 200 257

Capitalism

Science Fiction as Social Movement: Ideology and Resource Mobilization in Cultural Production and Reproduction.

ED 200 485

Capitalization (Alphabetic)

Capitalization Instruction in Elementary School Textbooks.

ED 199 756

Card Catalogs

RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Federation and Greater Victoria Public Library.

ED 200 207

Cardiovascular System

Bilingual Skills Training Program. Barbering/Cosmetology. Module 10.0: Circulatory System.

ED 199 507

The Effect of Group Counseling and Physical Fitness Programs on Self-Esteem and Cardiovascular Fitness.

ED 200 531

Career Awareness

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide.

ED 200 352

Career Change

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

ED 199 430

Career Choice

Changes and Contradictions in Children's Sex-Role Concepts.

ED 199 594

The Evolution of Roles and Aspirations: Burgeoning Choices for Females.

ED 200 110

An Experimental Engineering Technology Career Program for Disadvantaged Minority Students.

ED 200 395

Factors Influencing the Vocational Aspirations of Victorian Year 9 Students.

ED 199 447

The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth.

ED 199 598

Psychosocial Environments of Black Colleges: A Theory-Based Assessment.

ED 200 660

Psycho-Social Influences on the Accomplishments of Mexican-American Students.

ED 200 355

The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education.

ED 199 407

Student Decision-Making. ISSOE: Managing Student Progress.

ED 199 520

Three-Dimensional LIFT Model: A Gifted-Talented High School Program.

ED 199 940

Career Counseling

Electroencephalographic Assessment in Vocational Counselling. Special Report.

ED 199 385

Peer Group Counseling 1980-81.

ED 199 586

Career Development

Career Planning for the Educator: Validating Current Career Development Theories.

ED 200 570

Career Planning Support System. A Report.

ED 199 439

Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research.

ED 199 536

Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet.

ED 200 361

Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet.

ED 200 360

Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet.

ED 200 363

Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet.

ED 200 362

Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making.

ED 200 357

Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance.

ED 200 358

Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area.

ED 200 356

Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers.

ED 200 359

The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education.

ED 199 407

A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs.

ED 199 672

A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report.

ED 200 651

Working on Working. Innovators of Vocational Programs for Handicapped High School Students.

ED 199 433

Career Guidance

217

Career Education

Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings.

ED 199 559

Can Research Help Mentally Handicapped Learners Explore Careers?

ED 199 541

Career Education: Concepts and Practices.

ED 199 451

Career Education Linking Agents: Perspectives and Roles.

ED 199 452

Career Education Program Design.

ED 199 453

Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education.

ED 199 466

Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education.

ED 199 467

Experience-Based Career Education Demonstration Project. Final Program Performance Report. July 1, 1977-June 30, 1980.

ED 199 509

An Experimental Engineering Technology Career Program for Disadvantaged Minority Students.

ED 200 395

Getting Ready for School Improvement in Career Education.

ED 199 454

Improving Accountability of Career Education Programs: Evaluation Guidelines and Checklists.

ED 199 564

Local Opinion Surveys for Career Education.

ED 199 455

Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education.

ED 199 464

Program Evaluation. Handbooks for Experience-Based Career Education.

ED 199 465

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979.

ED 199 393

School Improvement Processes in Career Education.

ED 199 456

Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education.

ED 199 468

Three-Dimensional LIFT Model: A Gifted-Talented High School Program.

ED 199 940

Career Exploration

Can Research Help Mentally Handicapped Learners Explore Careers?

ED 199 541

Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education.

ED 199 466

Three-Dimensional LIFT Model: A Gifted-Talented High School Program.

ED 199 940

Career Guidance

Can Research Improve Career Guidance Programs in Rural Schools?

ED 199 542

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report. Volume I.

ED 199 549

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report. Volume II.

ED 199 550

Career Planning

Career Planning for the Educator: Validating Current Career Development Theories.

ED 200 570

Career Planning Support System. A Report.

ED 199 439

The Disabled College Freshman.

ED 199 959

Student Development/Classroom Collaboration.

ED 200 288

Utilizing Information Systems in Career Preparation Programs.

ED 200 214

Career Planning Support System

Career Planning Support System. A Report.

ED 199 439

Careers

Job Hunting Behaviors and Employment Status of Recent College Graduates.

ED 200 104

Caribbean Islands

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume I: Literature in Retrospect.

ED 200 312

Case Studies

How to Develop and Write a Case for Technical Writing.

ED 199 724

Terrors and Affections: Students' Perceptions of the Writing Process.

ED 199 720

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s—Research and Studies.

ED 200 403

The Young Child's Concept of Story.

ED 199 640

Castleton State College VT

Business Department Chairperson: An Administrator or a Teacher?

ED 200 181

A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.

ED 200 065

Cataloging

British Columbia Library Network: A Study of Feasibility. Revised.

ED 200 203

Data Input for Libraries: State-of-the-Art Report.

ED 200 216

Dictionary Catalog of Official Publications of the State of New York. Monographs Cataloged by the New York State Library, 1980, No. 2, January 1, 1980 to July 11, 1980.

ED 200 250

The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised.

ED 200 204

DOBIS-WLN Impact Study. Report.

ED 200 205

National Union Catalog Experience: Implications for Network Planning. Network Planning Paper No. 6.

ED 200 219

Subject Headings Guide: Adapted from Sears List of Subject Headings and the Canadian Companion to Sears. School Library Guide. SL-37-80.

ED 200 257

Catholic Schools

Private Schools in American Education.

ED 200 389

Cells (Biology)

Bilingual Skills Training Program. Barbering/Cosmetology. Module 3.0: Cells.

ED 199 499

Cellular Learning Theory

Application of the Cellular Learning Theory Model to the Professional Education of Preservice Teacher Trainees and the Inservice Training of Classroom Teachers and Supervisors.

ED 200 533

Censorship

Censorship: A Multicultural Issue.

ED 199 751

Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.

ED 200 586

Forty Targets of the Textbook Protesters.

ED 199 716

Litigation Costs and Self-Censorship.

ED 199 783

Central Connecticut State College

The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences.

ED 200 084

Centralization

Materials Processing: Centralized Versus the Individual School, A Continuing Controversy.

ED 200 242

Meeting Student's Needs: A Promising Innovation.

ED 200 558

Centres of Excellence

Centres of Excellence in British Universities.

ED 200 076

Cerebral Dominance

Brain Research and Learning.

ED 200 562

Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education.

ED 200 402

Certification

Licensure: What Vocational Educators Should Know. Information Series No. 219.

ED 199 442

Requirements for Certification For Elementary Schools, Secondary Schools, and Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-Sixth Edition.

ED 200 605//

Chabot College CA

A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting.

ED 200 277

Change Agents

Creating Change.

ED 199 567

The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.

ED 199 808

A Systematic Approach to the Management of Program Development in Teacher Education.

ED 200 574

Change Strategies

AACTE State Associations and Public Law 94-142.

ED 200 583

Assuring the Future: A Diplomat's Concerns.

ED 200 470

A Collaborative Involvement Strategy for Educational Improvement.

ED 200 576

Creating Change.

ED 199 567

Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher.

ED 200 062

East Oak Cliff Subdistrict Governance (Management) System. Toward a Self Correcting. Self Renewing Educational System.

ED 199 845//

Evaluation as an Effective Strategy for Instructional Improvement: Essential Conditions for Implementation.

ED 200 625

A Practitioners' Guide for Achieving Student Integration in City High Schools.

ED 200 669

The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.

ED 199 808

Promoting the Department within the University.

ED 199 801

School Climate Assessment Programs. Technical Assistance Bulletin 38.

ED 199 883

Strategies for Change.

ED 200 113

Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980.

ED 199 524

Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education.

ED 199 710

Check Lists

Improving Accountability of Career Education Programs: Evaluation Guidelines and Checklists.

ED 199 564

Chemistry

Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization.

ED 200 290

Research in Chemistry at Private Undergraduate Colleges. Second Edition.

ED 200 455

Chicago Public Schools IL

An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2.

ED 200 646

Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1.

ED 200 645

Chicanos

Chicano Sociolinguistics: A Brief Introduction.

ED 200 013//

Child Advocacy

"Helping Hand" Type Programs. Technical Assistance Bulletin 2.

ED 199 858

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31.

ED 199 876

Child Caregivers

Focus on Childminders: A Profile of the First Bunbury Drop-In Centres.

ED 200 302

Child Development

Family Life and Child Development: A Selective, Annotated Bibliography Cumulative Through June 1979.

ED 200 301

On Coping and Change. The Catherine Molony Memorial Lecture (City College, New York, New York, April 26, 1980).

ED 200 667

The Young Child's Concept of Story.

ED 199 640

Child Language

Acquisition of Temporal and Aspectual Distinctions in Mandarin.

ED 200 006

An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 7.

ED 200 304

Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?

ED 199 635

Children's Communication of Basic Level and Subordinate Level Semantic Contrasts.

ED 199 690

Cross-linguistic Studies of Infant Speech. Perception: The Role of Linguistic Experience.

ED 200 018

Interjected Routines as Metanarrative Commentary.

ED 199 996

The Ontogenesis of Hypothetical Reference.

ED 200 010

Pragmatic Conditions on Learning How to Refer to Localities.

ED 200 009

Talking with Your Child: A Manual for Parents.

ED 200 329

Up Front: The Acquisition of a Concept and a Word.

ED 200 007

Subject Index

- Visible Language Learning: A Case Study.
ED 199 653
Why Do Children Say What They Say When
They Say It? An Experimental Approach to the
Psychogenesis of Presupposition.
ED 200 008

Child Management

- Comprehensive Treatment of Runaway Children
and Their Parents.
ED 199 581

Child Psychology

- On Coping and Change. The Catherine Molony
Memorial Lecture (City College, New York, New
York, April 26, 1980).
ED 200 667

Child Welfare

- Adoption Assistance and Child Welfare Act of
1980. Public Law 96-272. Ninety-Sixth Congress,
H.R. 3434.
ED 200 309
Toward a Theory of the First Amendment Rights
of Children.
ED 199 767

Childhood Attitudes

- Changes and Contradictions in Children's Sex-
Role Concepts.
ED 199 594
Teachers' Thinking About Children's Thinking.
ED 200 585

Children

- Children and Television. A Digest of Events
Saluting International Year of the Child.
ED 200 199
Fathering: The Effect of Father-Absence and
Inadequate Fathering on Children's Personality
Development.
ED 200 317
Five Views of the Child in Educational Decision-
Making.
ED 200 330
Negative Component of Visual Evoked Potential
in Children with Cognitive Processing.
ED 200 300
Practical Parenting Instructional Code. Revised
Edition.
ED 200 323
Toward a Theory of the First Amendment Rights
of Children.
ED 199 767

Childrens Broadcast Institute

- A Report on the Festival of Children's Program-
ming (Montreal, Quebec, Canada, October 16-18,
1977).
ED 200 200

Childrens Literature

- The Best of Children's Books, 1964-1978.
ED 199 754
Bibliography of Books for Children.
ED 199 755
Can Storybooks Really Change Behavior?
ED 200 320
Internationalism In Children's Literature: Under-
standing China: Appreciating Its Literature. A
Unit.
ED 199 737
The Role of Literature in Reading Instruction:
Cross-Cultural Views.
ED 199 692

Childrens Television

- Children and Television. A Digest of Events
Saluting International Year of the Child.
ED 200 199
A Report on the Festival of Children's Program-
ming (Montreal, Quebec, Canada, October 16-18,
1977).
ED 200 200

China

- Basic Skills in Asian Studies: China. Service Cen-
ter Papers on Asian Studies, No. 13.
ED 200 493
China Briefing, 1980.
ED 200 510
Education in the People's Republic of China. A
Selective Annotated Bibliography of Materials
Published in the English Language 1971-1976.
ED 200 487

- Internationalism In Children's Literature: Under-
standing China: Appreciating Its Literature. A
Unit.
ED 199 737

- The People's Republic of China: A Basic Hand-
book. Second Edition.
ED 200 469

- Students and Scholars from the People's Republic
of China Currently in the United States. Survey
Summary.
ED 200 080

Chinese

- ESEA Title VII Chinese Bilingual Program. Com-
munity School District One. Final Evaluation Re-
port, 1979-1980.
ED 200 697

Chinese Americans

- ESEA Title VII Chinese Bilingual Program. Com-
munity School District One. Final Evaluation Re-
port, 1979-1980.
ED 200 697

Chinese Culture

- Basic Skills in Asian Studies: China. Service Cen-
ter Papers on Asian Studies, No. 13.
ED 200 493
China Briefing, 1980.
ED 200 510
The People's Republic of China: A Basic Hand-
book. Second Edition.
ED 200 469

Citizen Participation

- An Emerging Model in Rural America. Com-
munity Based Education, Paper Number Four.
ED 200 382
Forum on Deinstitutionalization: Selected Read-
ings on Children in Adult Jails and Lockups.
ED 199 626

Citizens Councils

- Working Papers: Community Councils.
ED 199 918

Citizenship Education

- Basic Citizenship Competencies Project. Final
Report.
ED 200 459
Character Education Curriculum [and] Achieve-
ment Skills: Guidelines for Personal Success,
Level I Junior High, Ages 11-14, Course Descrip-
tion [and] Level II, High School, Ages 15-18,
Course Description.
ED 200 463
Formulating a Comprehensive Index of Political
Education in Contemporary America. First Draft.
ED 200 462
The Revival of Civic Learning: A Rationale for
Citizenship Education in American Schools.
ED 200 473

Citizenship Responsibility

- Learning About Responsibilities. A Law-Related
Instructional Unit for Children in Grades 5 and 6.
ED 200 502
Responsibility and You. A Law Related Unit for
Grades 2 and 3.
ED 200 504

Civics

- Formulating a Comprehensive Index of Political
Education in Contemporary America. First Draft.
ED 200 462

Civil Liberties

- For Parents Only: Learning Packets to Aid Un-
derstanding of Specific Learning Disabilities and
Parental Rights.
ED 199 945
Human Rights in the United Kingdom.
ED 200 657
The Protection of Journalists. New Communica-
tion Order 4.
ED 199 696
Toward a Theory of the First Amendment Rights
of Children.
ED 199 767

Civil Rights

- Civil Rights Issues of Euro-Ethnic Americans in
the United States: Opportunities and Challenges.
A Consultation Sponsored by the United States
Commission on Civil Rights, Chicago, Illinois,
December 3, 1979.
ED 200 676

Classroom Environment

219

- European Regional Seminar on Implementation
of the UNESCO Recommendation Concerning
Education for International Understanding. Co-
operation and Peace and Education Relating to
Human Rights and Fundamental Freedoms
(Sofia, Bulgaria, 15-20 October 1979). Final Re-
port.
ED 200 479

- Race Relations in Britain.
ED 200 655

- Student and Parent Rights in Public Education.
ED 199 891

Civil Rights Act 1964 Title VII

- Title VII Sexual Harassment Guidelines and Edu-
cational Employment [and] What Can Students
Do About Sex Discrimination?
ED 200 097

Civil Rights Legislation

- Church-State Separation: Recent Trends and
Developments. ADL Domestic Report: Law, Vol.
VI, No. 1.
ED 199 824
Human Rights in the United Kingdom.
ED 200 657
Race Relations in Britain.
ED 200 655
Student and Parent Rights in Public Education.
ED 199 891

Class Activities

- An Addendum to a Handbook on Parent Involvement
with a Focus on Parents' Educational and
Social Development and Positive Parent-Child
Interactions.
ED 200 316
Images: A Guide to Futurizing Your Classroom.
ED 199 627
Motivation. What Research Says to the Teacher.
ED 200 564
Parents' View of Parent Involvement in Early
Education Programs.
ED 200 326

Class Organization

- The PANG Project. Process Analysis of Non-
Grading. Project No. 214.
ED 200 613
Who is Engaged More-Teacher or Students? An
Analysis of How Activity Structures Affect Stu-
dent Learning Engagement.
ED 200 635

Classification

- Bilingual Skills Training Program. Meat Cutting.
Module 1.0: Meat Grades and Classes.
ED 199 483
Bilingual Skills Training Program. Meat Cutting.
Module 3.0: Identifying and Cutting Meat and
By-Products.
ED 199 485
Children's Communication of Basic Level and
Subordinate Level Semantic Contrasts.
ED 199 690
Five Views of the Child in Educational Decision-
Making.
ED 200 330
Organizational Communication Research: An
Exploratory Application of a Conceptual Model
for an Organized Knowledge Base.
ED 199 919

Classroom Communication

- Communication Styles in the Classroom.
ED 200 266
Say It With More Than Words.
ED 199 597
Verbal Behavior as Mediations of Teacher Expecta-
tion Effects.
ED 199 613

Classroom Desegregation

- School Desegregation to Integration Through
Changes in Social Structure.
ED 200 654

Classroom Environment

- The "Basics" Relative to School Climate.
ED 199 936
Classroom Environment as a Moderator of the
IQ: School Performance Relationship.
ED 199 583
The Reasons Why Farm Children Drop Out of
School.
ED 200 380

Recruitment, Retention, Attrition Project.

ED 200 297

Research on Children's Reading Comprehension of Expository Prose: A Problem of Ecological Validity.

ED 199 656

A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms.

ED 200 534

The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.

ED 200 334

What Do You Expect, We're All Crooks.

ED 199 702

Writing: Different Motivational Approaches.

ED 199 695

Classroom Observation Instruments

Measuring Program Implementation in Seven Follow Through Models.

ED 200 634

Classroom Observation Techniques

Equipping Children With Supervisory Skills.

ED 200 587

Measuring Program Implementation in Seven Follow Through Models.

ED 200 634

A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report.

ED 199 990

Who is Engaged More—Teacher or Students? An Analysis of How Activity Structures Affect Student Learning Engagement.

ED 200 635

Classroom Techniques

The Beginning Teacher: A Practical Guide to Problem Solving.

ED 200 565

Building Success in the Classroom.

ED 200 267

"But Teach, You Ain't Listenin'" or How to Cope with Violence in a Public School Classroom.

ED 200 549

Changing Teacher Behavior: A Challenge for the 1980's.

ED 200 596

Classroom Management Styles and Personality Variables of Teachers and Education Majors: Similarities and Differences.

ED 200 595

Common Solutions for the Uncommon Child.

ED 199 941

Creating Conditions for Learning: A Further Argument for Free Writing.

ED 199 719

Effective Instruction.

ED 200 572

The Effectiveness of Teaching the Nature, Purpose, and Language of Instruction of Reading to First Grade Children.

ED 199 649

If You Teach Phonics, These 7 Suggestions Could Help.

ED 199 669

Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.

ED 200 520

Recruitment, Retention, Attrition Project.

ED 200 297

Reducing Anxiety in Writing Instruction.

ED 199 718

The Relationships Between Teachers' Goal Orientations, Structure, and Observable Classroom Behaviors.

ED 200 590

A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms.

ED 200 534

Writing Right Across the Curriculum, K-12.

ED 199 700

Clearinghouses

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators.

ED 199 545

The Planning and Implementation of an Australian TAFE Clearinghouse System.

ED 199 553

Working Papers: Community Councils.

ED 199 918

Clergy

The Baccalaureate Degree Program at INTER-/MET.

ED 200 174

God, Preachers, and Segregation.

ED 199 803

Cleveland State University OH

Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability.

ED 200 182

Client Characteristics

Electroencephalographic Assessment in Vocational Counselling. Special Report.

ED 199 385

Clinical Diagnosis

Some Causes of Labeling Bias in Psychiatric Diagnosis.

ED 199 606

Clinical Experience

Clinical Rating Project Interim Report Number 3: Background and Status.

ED 200 623

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979.

ED 200 132

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979.

ED 200 133

Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report.

ED 200 095

Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.

ED 200 134

Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.

ED 200 135

Clinical Psychology

Clinician and Writer: Their Crucible of Involvement.

ED 199 723

Clinical Teaching (Health Professions)

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979.

ED 200 132

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979.

ED 200 133

Preparing Students for Their Initial Patient Encounter—An Innovative Approach.

ED 200 185

Clothing

The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension.

ED 199 778

Cloze Procedure

Considering Construct Validity in Incomplete Text Research.

ED 199 637

The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores.

ED 199 995

Cluster Analysis

Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.

ED 200 609

Coastal Zones

Coastal Awareness: A Resource Guide for Teachers in Elementary Science.

ED 200 453

Coastal Awareness: A Resource Guide for Teachers in Junior High Science.

ED 200 454

Code Switching (Language)

The Social Psychological Significance of Code Switching for Children.

ED 200 024

Codes of Ethics

Mass Comm Pact: The Concept of Covenant Between Media and Public.

ED 199 746

Coding

Practical Parenting Instructional Code. Revised Edition.

ED 200 323

Cognitive Ability

Adult Cognitive Development A La Piaget.

ED 199 472

Plausibility Versus Logical Necessity in Children's Verbal Reasoning.

ED 200 303

Writing Redux.

ED 199 699

Cognitive Development

Adult Cognitive Development A La Piaget.

ED 199 472

An Analysis of the Range of 2B and 3A Responses to Three Inhelder Tasks.

ED 200 446

Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980.

ED 200 419

Minor Anomalies and Behavior in Different Home Environments.

ED 200 335

Cognitive Preference

An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students.

ED 200 447

Cognitive Processes

Brain Research and Learning.

ED 200 562

Children's Inferential Comprehension of Pragmatic Causal Relations in Reading.

ED 199 689

The Development of Symbolic Representation: The Case of Building Blocks.

ED 200 333

Memory Processes and the Integration of Attitudinal and Behavioral Information.

ED 199 605

Negative Component of Visual Evoked Potential in Children with Cognitive Processing.

ED 200 300

On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.

ED 199 666

Physical and Psychological Decrements Affecting Reading in the Aged.

ED 199 633

Prereading: A Developmental Perspective. Technical Report No. 198.

ED 199 659

Teachers' Thinking About Children's Thinking.

ED 200 585

Time Out for Problem Solving.

ED 200 417

Writing Redux.

ED 199 699

Cognitive Skills Assessment Battery

Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980 Administration.

ED 200 332

Cognitive Style

Cohesion in English: A Key to the Way Our Culture Thinks?

ED 199 726

An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students.

ED 200 447

Subject Index

Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.

ED 200 609

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ED 200 517

Cognitive Tests

An Analysis of the Range of 2B and 3A Responses to Three Inhelder Tasks.

ED 200 446

Cohesion (Written Composition)

Cohesion in English: A Key to the Way Our Culture Thinks?

ED 199 726

Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing.

ED 200 060

Collective Bargaining

Bargaining Tactics. A Reference Manual for Public Sector Labor Negotiations.

ED 199 897//

Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th, New York, New York, April 1980).

ED 200 112

Collective Bargaining in Higher Education Systems: A Study of Four States.

ED 200 183

Cuebook II. State Education Collective Bargaining Laws. Report No. F80-5.

ED 199 907

Effects of Collective Bargaining on Teacher-Board Relationship.

ED 199 922

College Administration

The Administration of the Institutions of Higher Education Act. (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976).

ED 200 115

A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities.

ED 200 067

Design for Equity: Women and Leadership in Higher Education.

ED 200 124

The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance.

ED 200 162

Managerial Styles in Academe: Do Men and Women Differ?

ED 199 794

Office Automation Pilot: A Paperless Approach at College of DuPage.

ED 200 278

Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings.

ED 200 575

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.

ED 200 164

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.

ED 200 079

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.

ED 200 078

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report.

ED 200 165

Women in Higher Education Administration: Status and Strategies.

ED 200 120

College Admission

Entering Higher Education in the United States: A Guide for Students from Other Countries. Revised Edition, 1981.

ED 200 111

Further and Higher Education in Denmark.

ED 200 116

College Applicants

Entering Higher Education in the United States: A Guide for Students from Other Countries. Revised Edition, 1981.

ED 200 111

College Attendance

The California Student Opportunity and Access Program: An Initial Evaluation.

ED 200 137

Coast Community Colleges Community Telephone Survey 1980, Report Number 2. The Coast Message: An Examination of the Extent to Which Basic Marketing Efforts Are Reaching the Community.

ED 200 292

Why Go to College? (Freshmen Assess the Value of a College Degree).

ED 200 122

College Bound Students

Introducing the College-Bound Student to the Academic Library: A Case Study.

ED 200 236

1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends.

ED 200 082

College Choice

Marketing Post-Secondary Education in the U.S.A.

ED 200 117

College Credits

Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.

ED 200 175

College Curriculum

Curriculum in Higher Education.

ED 200 152

A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.

ED 200 065

Program in Science, Technology, and Society.

ED 200 090

The Review and Proceedings of the Community College Humanities Association, Number 2.

ED 200 272

The Study of Ethnic Groups.

ED 200 091

College Desegregation

The Impact of Desegregation on Higher Education. Proceedings of the National Conference on Desegregation in Higher Education (Raleigh, North Carolina, July 18-20, 1979).

ED 200 675//

College English

Comprehensive Writing Programs.

ED 200 172

A Critique of Readers as Models for Composition.

ED 199 727

Journal of Advanced Composition, Volume 1, Number 1.

ED 199 743

Rhetorical Invention: Implications for Rewriting.

ED 199 728

A Study to Determine the Efficacy of an Individualized-Modularized Writing Course.

ED 199 740

Teaching Graduate Students to Teach Composition: The University of Tennessee.

ED 199 730

College Entrance Examinations

1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends.

ED 200 082

College Environment

Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research.

ED 199 536

Psychosocial Environments of Black Colleges: A Theory-Based Assessment.

ED 200 660

College Graduates

221

College Faculty

Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th, New York, New York, April 1980).

ED 200 112

Collective Bargaining in Higher Education Systems: A Study of Four States.

ED 200 183

Compensation in Illinois Institutions of Higher Education. Summary of Findings.

ED 200 157

Faculty Cultures and Instructional Practices.

ED 200 179

Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.

ED 200 119

Faculty Status and Theological Librarians.

ED 200 208

Faculty Workload: Full-Time Faculty Lecture Hour Workload in the Contiguous Forty-Eight States. Management Report, Series No. 24.

ED 200 291

Research in Chemistry at Private Undergraduate Colleges. Second Edition.

ED 200 455

"The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View.

ED 200 554

The Social Psychology of Commitment to College Teaching.

ED 200 171

Synthesis and Interpretation of Knowledge: New Roles for University Faculty in School Improvement Programs.

ED 200 553

A Systematic Approach to the Management of Program Development in Teacher Education.

ED 200 574

Target Evaluation System.

ED 200 618

Tenure Practices in Universities and 4-Year Colleges Affect Faculty Turnover.

ED 200 126

College Freshmen

College Student Perceptions Four Year Follow-up: 1973-77. Characteristics of Freshmen Associated with Retention.

ED 200 125

The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.

ED 200 083

Defining the Basic Writing Student by Count.

ED 199 725

The Disabled College Freshman.

ED 199 959

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program. Report 12.

ED 200 283

Ready for College? (Freshmen Assess Their Preparation in English).

ED 200 121

Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs.

ED 200 158

Terrors and Affections: Students' Perceptions of the Writing Process.

ED 199 720

Training the Tutor: A Comparison of Attitudes toward Writing.

ED 199 766

Why Go to College? (Freshmen Assess the Value of a College Degree).

ED 200 122

College Governing Councils

The Administration of the Institutions of Higher Education Act. (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976).

ED 200 115

College Graduates

- Earned Degrees Conferred 1977-78.
ED 200 154
- Employment Attributes of Recent Science and Engineering Graduates. Special Report.
ED 200 123
- Employment Survey 1979. AIP Report.
ED 200 071
- Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II—Home Economics.
ED 200 089
- Job Hunting Behaviors and Employment Status of Recent College Graduates.
ED 200 104
- Placement of Engineering and Technology Graduates, 1980.
ED 200 070

College Libraries

- Collection Development Policy for the University Library.
ED 200 238
- University of Waterloo Library: Statement of Goals and Objectives.
ED 200 193

College Mathematics

- CAUSE Grant SER77-06227. Final Report.
ED 200 075
- Mathematics in an Individualized Self-Paced Format.
ED 200 287
- Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.
ED 200 609

College of Cape Breton (NS)

- Why Go to College? (Freshmen Assess the Value of a College Degree).
ED 200 122

College of Cape Breton NS

- Ready for College? (Freshmen Assess Their Preparation in English).
ED 200 121

College Planning

- Financial Energy Conservation Projects at Independent Colleges and Universities.
ED 200 153
- Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State.
ED 200 109
- Higher Education in the Eighties.
ED 200 068
- Informing the Future: A Plan for Higher Education for the Eighties.
ED 200 138
- Informing the Future: A Plan for Higher Education for the Eighties. Working Papers.
ED 200 139
- Maryland Statewide Plan for Postsecondary Education. Second Annual Review.
ED 200 105
- Monograph on Semester System for Universities.
ED 200 147
- Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings.
ED 200 575
- Promises and Perils for the 1980s. Junior College Resource Review.
ED 200 281
- Quality and Accountability: An Evaluation of Statewide Program Review Procedures.
ED 200 156
- The Regents Statewide Plan for the Development of Postsecondary Education, 1980.
ED 200 103
- Strategies for Change.
ED 200 113

College Preparation

- Ready for College? (Freshmen Assess Their Preparation in English).
ED 200 121

College Programs

- Compendium of Selected Data & Characteristics. University of Kentucky Community College System, 1979-80.
ED 200 262

- Three Futures in Collegiate Theatre (in Indiana).
ED 200 107

College Role

- The African University in Development.
ED 200 142//
- Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978.
ED 200 128
- A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.
ED 200 065
- Interface in Retrospect, 1978-1980.
ED 200 289
- The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.
ED 200 069//
- The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.
ED 200 129
- The Regents Statewide Plan for the Development of Postsecondary Education, 1980.
ED 200 103
- Scholarship at a Land-Grant University.
ED 200 184

College School Cooperation

- Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.
ED 199 383

College Science

- CAUSE Grant SER77-06227. Final Report.
ED 200 075
- Teaching Techniques in Clinical Chemistry.
ED 200 457

College Students

- Barriers in Higher Education for Persons with Handicaps: A Continued Challenge.
ED 200 155
- BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised.
ED 200 202
- College Student Attrition and Retention. College Board Report No. 81-1.
ED 200 170
- Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.
ED 200 127
- Effects of Deadlines on Proctors in a Personalized Psychology Course.
ED 200 150
- Entering Higher Education in the United States: A Guide for Students from Other Countries. Revised Edition, 1981.
ED 200 111
- Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research.
ED 199 536
- The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences.
ED 200 084
- Film Attendance: Why College Students Chose to See Their Most Recent Film.
ED 199 770
- A History of College Football.
ED 200 535
- The Impact of Triple Room Assignment on Students at Rutgers and Douglass Colleges.
ED 200 186
- The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth.
ED 199 598
- The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often"?
ED 200 620
- The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.
ED 200 069//

- Monograph on Grading for Universities.
ED 200 146
- Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.
ED 200 609
- Student Retention Strategies. AAHE-ERIC/-Higher Education Research Report No. 8, 1980.
ED 200 118
- Students and Scholars from the People's Republic of China Currently in the United States. Survey Summary.
ED 200 080
- A Survey of the Similarities and Differences Between Continuing Education and Younger Students.
ED 200 167
- Target Evaluation System.
ED 200 618

College Transfer Students

- College-Going Rates in California, 1979 Update (A Summary).
ED 200 141

Colorado

- Public Library Trustees of Colorado: Responsibilities and Opportunities. A Manual for the Trustees of Colorado Public Libraries.
ED 200 255

Committees

- Developing Teamwork in the Community College: The Basics.
ED 200 270

Communication (Thought Transfer)

- A Conceptual Model of Integrated Child and Family Therapy.
ED 199 577
- Oral Communication Apprehension: Reconceptualization and a New Look at Measurement.
ED 199 788
- Supporting Task-Focused Communication.
ED 199 780

Communication Apprehension

- The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension.
ED 199 778
- Loneliness and Communication Apprehension.
ED 199 774
- Oral Communication Apprehension: Reconceptualization and a New Look at Measurement.
ED 199 788

Communication Problems

- Cohesion in English: A Key to the Way Our Culture Thinks?
ED 199 726
- Instructional Television: Potentials or Problems.
ED 200 229

Communication Research

- Children's Communication of Basic Level and Subordinate Level Semantic Contrasts.
ED 199 690
- The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension.
ED 199 778
- Empathy and Assertive Communication.
ED 199 793
- Forecasting Communication Competencies of Teachers.
ED 199 775
- Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S.
ED 199 769
- Loneliness and Communication Apprehension.
ED 199 774
- Methodologie de communication, methode de communication globale et theories heuristiques dans la perspective de l'acquisition du langage (Communication Methodology, the Global Communication Method, and Heuristic Theories in the Perspective of Language Learning).
ED 200 020
- Nonmember Trust of a Group.
ED 199 772
- Organizational Communication Research: An Exploratory Application of a Conceptual Model for an Organized Knowledge Base.
ED 199 919

Subject Index

Organization Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors. ED 199 800

Communication Skills

Children's Communication of Basic Level and Subordinate Level Semantic Contrasts. ED 199 690

Coaching for Individual Events. ED 199 797

A Common Sense Communication Almanac: A Guide for Regular and Exceptional Educators Who Work with Exceptional Children. ED 199 968

Communication Education in the Future: The Emerging Area of Health Communication. ED 199 789

A Communication Skills Training Course for Dental Students. ED 200 088

Effective Listening: Key to Intimate Communication. ED 199 781

Forecasting Communication Competencies of Teachers. ED 199 775

Languages, Education and Industry: A Summary of Reports and Conferences. ED 200 016

Loneliness and Communication Apprehension. ED 199 774

Technical Snobbery Versus Clear Communication. ED 199 722

Communications

The Environmental Communication Ecosystem: A Situation Report. ED 200 451

Knowledge Generation, Organization Dissemination and Utilization for Rural Development. ED 200 379

Communicative Competence (Languages)

Competence communicative et acquisition des vocabulaires (Communicative Competence and Vocabulary Learning). ED 200 019

Instant Interaction for Entry-Level ESL Students. ED 200 058

TEFL/TESL Newsletter, Volume 2, Number 3. ED 199 998

TEFL/TESL Newsletter, Volume 2, Number 4. ED 199 999

Community

Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume 1. ED 200 005

Community Action

A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19. ED 199 866

Helping Ourselves: Local Solutions to Global Problems. ED 200 435

Community Based Education

An Emerging Model in Rural America. Community Based Education, Paper Number Four. ED 200 382

Interface in Retrospect, 1978-1980. ED 200 289

Working Papers: Community Councils. ED 199 918

Community Characteristics

Community-Based Ethnic Heritage Studies Program. Final Report. ED 200 483

Ethnicity and Social Services: Some Policy Perspectives. ED 200 680//

Muskogee Community Analysis: A Study of the Community of Muskogee, Oklahoma, and the Muskogee Public Library with Recommendations for the Library. ED 200 237

Community College Humanities

Association

The Review and Proceedings of the Community College Humanities Association, Number 2. ED 200 272

Community Colleges

Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System. ED 200 687

An Analysis of the Learning Resources Programs Provided by the Fifteen Colleges of the Massachusetts Community College System. ED 200 201

The California Student Opportunity and Access Program: An Initial Evaluation. ED 200 137

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80. ED 200 262

A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future. ED 200 261

Handicapped Programs: California Community Colleges. ED 200 271

Human Beings and Their Environment. Final Evaluation Report. ED 200 398

Interface in Retrospect, 1978-1980. ED 200 289

An Investigation of Staff Development Programs Addressing the Problem of Staff Non-Productivity in the Classroom. ED 200 258

Occupational Education Today, New Directions for Community Colleges, Number 33. ED 200 286

Promises and Perils for the 1980s. Junior College Resource Review. ED 200 281

Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program. ED 200 259

The Review and Proceedings of the Community College Humanities Association, Number 2. ED 200 272

Staff Development Practices in U. S. Community Colleges. ED 200 285

Utilization of Marketing Techniques in California Community Colleges. ED 200 295

Community Cooperation

Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980). ED 200 461

Community Development

Helping Ourselves: Local Solutions to Global Problems. ED 200 435

A Human Resource Development Model for Schools. ED 199 928

Community Education

Citizen Education on Nuclear Technology (CENT). ED 200 396

Citizen Education on Nuclear Technology (CENT). Teacher's Guide. ED 200 397

Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20. ED 200 343

Effective Strategies for State Education Agencies in Community Education Development: A National Assessment. ED 199 832

Flint, Michigan, Community Schools. Technical Assistance Bulletin 21. ED 199 868

A Human Resource Development Model for Schools. ED 199 928

Community Role

223

Interface in Retrospect, 1978-1980. ED 200 289

Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979. ED 200 344

Training for Planning Project. Final Report. ED 199 886

Community Health Services

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual. ED 199 619

Community Information Services

Working Papers: Community Councils. ED 199 918

Community Involvement

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary. ED 200 661

East Oak Cliff Subdistrict Governance (Management) System. Toward a Self Correcting, Self Renewing Educational System. ED 199 845//

An Emerging Model in Rural America. Community Based Education, Paper Number Four. ED 200 382

Relevance and Curriculum: Making the Five R's Meaningful. ED 199 931

With Roots Entwined: Intergroup Relations in Urban Ethnic America. ED 200 677//

Working Papers: Community Councils. ED 199 918

Community Organizations

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary. ED 200 661

With Roots Entwined: Intergroup Relations in Urban Ethnic America. ED 200 677//

Community Problems

A Guide for Establishing and Evaluating SYEP Worksites. ED 199 554

Community Programs

Participation Motivations of Older Adult Learners. ED 199 404

Community Relations

Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education. ED 199 464

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7. ED 199 425

Community Resources

Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education. ED 199 467

Helping the Displaced Homemaker: One Day at a Time. ED 199 609

Project Basic Instructional Guide, Volume II. Survival Skills. ED 200 602

Project Basic Instructional Guide, Volume II. Survival Skills. Instructional Resources. ED 200 601

School-Community Cooperation: Oakland's Adopt-a-School Program. Technical Assistance Bulletin 25. ED 199 872

Peruvian Rural School Construction System. SERP 71: Sierra Type. ED 200 345

Community Schools

Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20.

ED 200 343

Flint, Michigan, Community Schools. Technical Assistance Bulletin 21.

ED 199 868

Community Services

Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979.

ED 200 344

Community Study

Community Needs Assessment Surveys. Fact Sheet No. 1.

ED 200 299

Global Classroom Resource Guide.

ED 200 509

Community Support

A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19.

ED 199 866

Community Surveys

Gainesville Junior College Community Impact Study/Needs Assessment Inventory.

ED 200 264

Communiting Students

The Retention Committee, University of Pittsburgh. A Report to the Provost.

ED 200 178

Comparative Analysis

Comparisons of Selected Instructional Television Networks: Programming, Management, and Funding Models.

ED 200 190

Evaluation of Videotaped and Live Theatre Auditions.

ED 200 610

Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.

ED 199 704

Measuring Program Implementation in Seven Follow Through Models.

ED 200 634

Private Schools in American Education.

ED 200 389

The Problems of Multiple Feedback Estimation.

ED 200 621

Rewriting in Advanced Composition.

ED 199 738

The Role of the School Principal in Comparative Perspectives.

ED 199 930

A Study to Determine the Efficacy of an Individualized-Modularized Writing Course.

ED 199 740

Writers as Readers.

ED 199 701

Comparative Education

Comparing Adult Education Worldwide.

ED 200 180//

Education in the People's Republic of China. A Selective Annotated Bibliography of Materials Published in the English Language 1971-1976.

ED 200 487

Research Survey of Bilingualism and Bilingual Education in the Soviet Union.

ED 200 035

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 13, No. 4, 1979. Period Covered October-December, 1979.

ED 200 507

Selected Bibliography of Arab Educational Materials. Vol. 3, No. 2, 1978.

ED 200 505

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.

ED 200 164

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.

ED 200 078

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report.

ED 200 165

Comparative Testing

An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment.

ED 200 627

Some Advantages of Alternate-Choice Test Items.

ED 200 648

Compensation (Remuneration)

Compensation in Illinois Institutions of Higher Education. Summary of Findings.

ED 200 157

Compensatory Education

Education of the Disadvantaged: A Conceptual Overview.

ED 200 656

Impact of a Process Evaluation on an Urban School System's Policies and Practices.

ED 200 642

Measuring Program Implementation in Seven Follow Through Models.

ED 200 634

United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education.

ED 200 686//

Competence

An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies.

ED 200 439

Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.

ED 199 947

Competency Based Education

Basic Citizenship Competencies Project. Final Report.

ED 200 459

The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement.

ED 199 572

Competency-Based Adult Education Bibliography.

ED 199 571

Competency-Based Education: An Overview.

ED 200 268

Competency Based Education Program. Final Report, June 1, 1978-November 30, 1979.

ED 199 892

An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting.

ED 200 626

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.

ED 199 983

Human Service Technician Project. Final Project Report, June 1978-May 1980.

ED 199 982

An International Review of Minimal Competency Programs in Mathematics.

ED 200 438

Introduction to the Social Sciences: Teacher's Manual.

ED 200 474

Micro-Computer Tutorial Assistance Project.

ED 200 284

Systems Overview. ISSOE: Managing Student Progress.

ED 199 521

Competency Based Teacher Education

Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education.

ED 199 543

Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation.

ED 200 537

Subject Index

A Look at the Weber State College CBTE Program After Ten Years.

ED 200 538

Oklahoma's Quest for Quality.

ED 200 541

Preservice Field-Based Teacher Training in Special Education.

ED 200 577

Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.

ED 200 519

Competency Tests

An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies.

ED 200 439

Competition

Coaching for Individual Events.

ED 199 797

School Desegregation to Integration Through Changes in Social Structure.

ED 200 654

Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.

ED 199 768

We Killed Them: Trials and Tribulations of a Special Olympic Basketball Team.

ED 199 952

Compliance (Legal)

Administrators and the Courts. The Best of ERIC on Educational Management, Number 56.

ED 199 810

Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy.

ED 199 906

The Development of a State Distribution System for Federal Vocational Education Funds.

ED 199 566

Institutional Research and External Agency Reporting Responsibility.

ED 200 074

In the Matter of the Board of Education of the City of Trenton, Mercer County. Commissioner of Education Decision.

ED 200 670

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume I: Executive Summary. Final Report.

ED 199 970

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume III: Basic Survey Findings. Final Report.

ED 199 972

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume II: Introduction, Methodology, and Instrumentation. Final Report.

ED 199 971

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children: Follow-Up Study of the IEP Development Process. Final Report.

ED 199 975

Oversight of Public Law 94-142-The Education for All Handicapped Children Act. Part 1. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives. Ninety-Sixth Congress. First Session (September 27, October 9, 11, 16, and 24, 1979).

ED 199 984

Oversight on Education for All Handicapped Children Act, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress. Second Session on Oversight on Public Law 94-142, Education for All Handicapped Children Act.

ED 199 967

P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations.

ED 199 969

Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.

ED 200 259

Subject Index

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report.

ED 199 981

A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report.

ED 199 976

Welcome to Federal U., Campus No. 1037: Regulation and Academic Freedom.

ED 200 149

Comprehension

Can Storybooks Really Change Behavior?

ED 200 320

Conference Interpretation: A Review of Recent Theory and Research.

ED 200 054

Methodologie de communication, methode de communication globale et theories heuristiques dans la perspective de l'acquisition du langage (Communication Methodology, the Global Communication Method, and Heuristic Theories in the Perspective of Language Learning).

ED 200 020

Comprehensive Employment and Training Act

Peer Group Counseling 1980-81.

ED 199 586

Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.

ED 199 440

Comprehensive Tests of Basic Skills

An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting.

ED 200 626

Computation

Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980.

ED 200 419

Finger Mathematics: A Method for All Children.

ED 200 422

Computational Linguistics

Linguistic Analysis of Natural Language Communication with Computers.

ED 200 050

Computer Assisted Instruction

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future.

ED 200 187

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. Executive Summary.

ED 200 188

Micro-Computer Tutorial Assistance Project.

ED 200 284

Speculations on Computer Assisted Design of Instruction.

ED 200 215

Using the Computer to Foster Creative Interaction among Students.

ED 200 243

Computer Assisted Publishing

Computer Aided Authoring and Editing. Technical Note 1-81.

ED 200 247

Computer Assisted Testing

Adaptive Mental Testing: The State of the Art.

ED 200 612

Automating Exams for a Statistics Course: II. A Case Study.

ED 200 619

A PLATO Probabilistic Testing System.

ED 200 614

Computer Literacy

Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90. Villanova University. Fall Term, 1980.

ED 200 194

Computer Managed Instruction

Computer Managed Instruction in the Navy: II. A Comparison of Two Student/Instructor Ratios in CMI Learning Centers. Technical Report.

ED 200 226

Computer Oriented Programs

Allocation of Resources to Computer Support in Two-Year Colleges.

ED 200 280

Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.

ED 200 449

Office Automation Pilot: A Paperless Approach at College of DuPage.

ED 200 278

Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont.

ED 199 382

Speculations on Computer Assisted Design of Instruction.

ED 200 215

Supporting Task-Focused Communication.

ED 199 780

Target Evaluation System.

ED 200 618

A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting.

ED 200 277

Computer Programs

Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.

ED 200 449

Item Bias, Test Speededness, and Rasch Tests of Fit.

ED 200 632

Software Organization in Student Data Banks for Research and Evaluation: Four Institutional Models.

ED 199 903

Computer Science Education

Desk Top Computers.

ED 200 275

Concept Formation

Comprehension in the Content Areas, 7-12, Strategies for Basic Skills.

ED 199 693

Development of Preschoolers' Learning, Retention, and Generalization of Concepts.

ED 200 324

The Development of Symbolic Representation: The Case of Building Blocks.

ED 200 333

Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives.

ED 199 634

Learning How to Teach: Processes, Effects, and Criteria.

ED 200 516

Up Front: The Acquisition of a Concept and a Word.

ED 200 007

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

Visible Language Learning: A Case Study.

ED 199 653

The Young Child's Concept of Story.

ED 199 640

Concept Mapping

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

Concept of Reading

The Effectiveness of Teaching the Nature, Purpose, and Language of Instruction of Reading to First Grade Children.

ED 199 649

Concept Teaching

Conceptual-Based Teaching in Industrial Arts.

ED 199 399

Student Mini-Learning Exercise (SMILE) Cards: Theory into Practice-Now!

ED 199 588

Conceptual Frameworks

Conceptual Frameworks of Reading Held by Teachers.

ED 199 641

Conservation Education

225

Conceptual Models

Five Views of the Child in Educational Decision-Making.

ED 200 330

Conceptual Tempo

New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses.

ED 200 608

Concordia University PQ

Curriculum in Higher Education.

ED 200 152

Conditional Logic

Plausibility Versus Logical Necessity in Children's Verbal Reasoning.

ED 200 303

Conditionals

The Ontogenesis of Hypothetical Reference.

ED 200 010

Conference Papers

National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (54th. Grossinger's in the Catskills. New York, April 5-8, 1981).

ED 200 400

Conflict

Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.

ED 199 580

Conflict Resolution

Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th. New York, New York, April 1980).

ED 200 112

Congenital Impairments

Minor Anomalies and Behavior in Different Home Environments.

ED 200 335

Congruence (Psychology)

Person-Environment Congruence in Residences for the Elderly.

ED 199 575

Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien.

ED 199 573

Connected Discourse

Papers in Discourse and Contrastive Discourse Analysis. Jyväskylä Contrastive Studies, 5. Reports from the Department of English, University of Jyväskylä. No 6.

ED 200 064

Consciousness Raising

Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher.

ED 200 062

Consensus

Developing a Comprehensive Cooperative Education Program: Building a Consensus.

ED 199 515

Conservation (Concept)

Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980.

ED 200 419

Conservation (Environment)

Energy & Conservation Glossary. Third Edition.

ED 200 420

Project Basic Instructional Guide. Volume II. Survival Skills. Instructional Resources.

ED 200 601

A Search for Environmental Ethics: An Initial Bibliography.

ED 200 442//

Conservation Education

Energy Conservation in the School Curriculum. Energy Conservation Guidelines 3.

ED 199 840

Energy Management Strategies for Home Economics Teachers.

ED 199 510

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.

ED 199 386

Construction (Process)

Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body.

ED 199 493

Consultants

Self-Formulating Study-Groups: An Innovative Approach to Staff Development in Denmark.

ED 200 544

Technical Writing: Past, Present, and Future.

ED 199 733

Consumer Education

An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers.

ED 199 544

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators.

ED 199 545

Inflation: Consumers Counter the Cost of Living. A Consumer Education Curriculum Module for Grades 10-14.

ED 200 475

Materials for Teaching Adult Functional Literacy in North Dakota: Annotated Bibliography. Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health.

ED 199 479

Consumer Protection

Project Basic Instructional Guide. Volume II. Survival Skills.

ED 200 602

Consumer Science

Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics.

ED 200 412

Content Analysis

Capitalization Instruction in Elementary School Textbooks.

ED 199 756

Foreign News Agency Influences on a Developing Country Press (Egypt).

ED 199 734

God, Preachers, and Segregation.

ED 199 803

Punctuation Instruction in Elementary School Textbooks.

ED 199 757

Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material.

ED 199 652

Content Area Reading

Eye Movements Reveal Components of Flexible Reading Strategies.

ED 199 648

Learning Partners: Reading and Mathematics.

ED 199 654

Reading: A New Decade and a New Challenge. Volume 3. Third Yearbook of the Arizona State University Reading Conference, 1980.

ED 199 631

Context Clues

Children's Inferential Comprehension of Pragmatic Causal Relations in Reading.

ED 199 689

Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.

ED 199 665

Testing a Hierarchical Model of Word Identification.

ED 199 685

Word Association Extended: A Study of the Effects of Written Context on Word Meaning.

ED 199 686

Contingency Management

Contingency Planning. Technical Assistance Bulletin 35.

ED 199 880

Contingency Models

A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness.

ED 199 595

Continuing Education

Examining Controversies in Adult Education.

ED 200 100//

Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/Community Service Task Force...Master Plan for Lifelong Learning.

ED 200 168

A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP).

ED 200 643

Participation Motivations of Older Adult Learners.

ED 199 404

A Survey of the Similarities and Differences Between Continuing Education and Younger Students.

ED 200 167

Contraception

American Public Opinion Toward Sex Education and Contraception for Teenagers.

ED 200 496

Contracts

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3.

ED 199 414

Contrastive Linguistics

Papers in Discourse and Contrastive Discourse Analysis. Jyväskylä Contrastive Studies, 5. Reports from the Department of English, University of Jyväskylä, No 6.

ED 200 064

Controversial Issues (Course Content)

Forty Targets of the Textbook Protesters.

ED 199 716

Conventional Instruction

An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training.

ED 199 565

Cooperating Teachers

An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor.

ED 200 527

Perceived Benefits of the Social Studies Teacher from the Experience of Supervising Social Studies Interns.

ED 200 499

Practicum Experience: Its Impact on Schools.

ED 200 555

Team Approach to Field Based Preservice Teacher Education.

ED 200 556

Cooperation

Developing a Comprehensive Cooperative Education Program: Building a Consensus.

ED 199 515

Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979).

ED 199 381

Cooperative Education

Developing a Comprehensive Cooperative Education Program: Building a Consensus.

ED 199 515

Developing a Comprehensive Cooperative Education Program: Implementing the Plan.

ED 199 512

Developing a Comprehensive Cooperative Education Program: Management Information Systems.

ED 199 513

Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages.

ED 199 514

Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.

ED 199 552

Cooperative Institutional Research Program

The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.

ED 200 083

Cooperative Planning

A Collaborative Involvement Strategy for Educational Improvement.

ED 200 576

Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978.

ED 200 128

An Emerging Model in Rural America. Community Based Education, Paper Number Four.

ED 200 382

The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.

ED 200 129

"The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View.

ED 200 554

Significant Inservice Delivery System Designs for Geographically Isolated School Personnel.

ED 200 569

The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation.

ED 200 551

Cooperative Programs

Developing a Comprehensive Cooperative Education Program: Building a Consensus.

ED 199 515

Developing a Comprehensive Cooperative Education Program: Implementing the Plan.

ED 199 512

Developing a Comprehensive Cooperative Education Program: Management Information Systems.

ED 199 513

Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages.

ED 199 514

Peruvian Rural School Construction System. SERP 71: Sierra Type.

ED 200 345

Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability.

ED 200 182

Coping

Black Students in Interracial Schools: A Guide for Students, Teachers, and Parents.

ED 200 652//

Life Events and Two-Year Outcome in Schizophrenia.

ED 199 596

Managing Teacher Stress and Burnout.

ED 200 522

On Coping and Change. The Catherine Molony Memorial Lecture (City College, New York, New York, April 26, 1980).

ED 200 667

The Rape Victim and Her Social Support System.

ED 199 582

A Selected Bibliography of Functional Literacy Materials for Adult Learners.

ED 199 551

Using Developmental Loss Workshops in the Classroom.

ED 199 593

Core Curriculum

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook.

ED 199 848

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook.

ED 199 849

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook.

ED 199 849

- Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook. ED 199 850
- Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook. ED 199 851
- Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook. ED 199 852
- Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook. ED 199 853
- Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes. ED 199 854
- Curriculum in Higher Education. ED 199 847
- Kansas Farm and Ranch Management Project. ED 200 152
- ED 199 475
- Correctional Education**
- Teaching Literature in Prison—Or Confessions of a Neo-Pragmatist. ED 199 703
- What Do You Expect, We're All Crooks. ED 199 702
- Correctional Institutions**
- An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers. ED 199 625
- Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups. ED 199 626
- Correlation**
- Correlates of Reading and Writing Achievement. ED 199 642
- An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment. ED 200 627
- The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement. ED 200 629
- Cosmetologists**
- Barbering/Cosmetology. Module 6-10: Bilingual Vocational Language Development Workbook. ED 199 502
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology. ED 199 497
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 10.0: Circulatory System. ED 199 507
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation. ED 199 498
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 3.0: Cells. ED 199 499
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 4.0: Skeletal System. ED 199 500
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 5.0: Nervous System. ED 199 501
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 6.0: Muscular System. ED 199 503
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 7.0: Endocrine System. ED 199 504
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 8.0: Excretory System. ED 199 505
- Bilingual Skills Training Program. Barbering/Cosmetology. Module 9.0: Respiratory System. ED 199 506
- Cost Effectiveness**
- Data Input for Libraries: State-of-the-Art Report. ED 200 216
- The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised. ED 200 204
- Financial Energy Conservation Projects at Independent Colleges and Universities. ED 200 153
- Materials Processing: Centralized Versus the Individual School, A Continuing Controversy. ED 200 242
- A National Student Competition on Adaptive Re-use: A Shelter Care Facility. ED 199 624
- Cost Estimates**
- RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Federation and Greater Victoria Public Library. ED 200 207
- Cost Indexes**
- Indexing Tuition and Fees to Cost of Education: Implications for State Policy. ED 200 085
- Costs**
- Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. ED 200 187
- PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6. ED 199 417
- Counseling Effectiveness**
- The Effect of Group Counseling and Physical Fitness Programs on Self-Esteem and Cardiovascular Fitness. ED 200 531
- Counseling Services**
- Preretirement Education and Counseling. ED 199 611
- Programs and Practices in Adult Counseling. ED 199 585
- Pupil Personnel Services. Monograph 4. ED 199 681
- The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36. ED 199 881
- Counseling Techniques**
- Comprehensive Treatment of Runaway Children and Their Parents. ED 199 581
- A Conceptual Model of Integrated Child and Family Therapy. ED 199 577
- Counseling Women Course: A Course Description. ED 199 614
- Pupil Personnel Services. Monograph 4. ED 199 681
- Using Developmental Loss Workshops in the Classroom. ED 199 593
- Counselor Attitudes**
- Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs. ED 200 637
- Counselor Characteristics**
- New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons. ED 200 351
- Counselor Role**
- Pupil Personnel Services. Monograph 4. ED 199 681
- Counselor Selection**
- New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons. ED 200 351
- Counselor Training**
- Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume I. ED 199 549
- Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II. ED 199 550
- People Helping People: A Facilitator's Guide and Training Module for a Peer Helper Training Program. ED 200 269
- Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs. ED 200 637
- Course Content**
- Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report. ED 200 095
- Sabbatical Report: A Study of College Freshman English Courses. ED 199 712
- Student Development/Classroom Collaboration. ED 200 288
- Technical Writing Practically Unified through Industry. ED 199 709
- Course Descriptions**
- Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation. ED 200 094
- The Political Economy Program: An Informal Guide. ED 200 106
- Course Evaluation**
- The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy. ED 200 130
- Target Evaluation System. ED 200 618
- Course Objectives**
- Student Performance Expectations of the Foundation Program. ED 199 899
- Course Organization**
- Sabbatical Report: A Study of College Freshman English Courses. ED 199 712
- Courses**
- Medicine for the Soul. ED 200 232
- A Teacher's Guide to Setting Up a Futures Studies Course. ED 200 279
- Court Judges**
- Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression. ED 199 802
- Court Litigation**
- Administrators and the Courts. The Best of ERIC on Educational Management. Number 56. ED 199 810
- Employment and Ethnicity. ED 200 682//
- Litigation Costs and Self-Censorship. ED 199 783
- Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency. ED 199 963
- School Law: A Generic Competency For Teachers. ED 200 548
- Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis. ED 199 979
- Toward a Theory of the First Amendment Rights of Children. ED 199 767
- Creative Thinking**
- Comprehension in the Content Areas. 7-12. Strategies for Basic Skills. ED 199 693

Creative Writing

Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature.

ED 199 742

Writing: Different Motivational Approaches.

ED 199 695

Crime

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.

ED 199 426

School Security. The Best of ERIC on Educational Management, Number 57.

ED 199 829

Crime Resistance Program

The FBI Crime Resistance Program. Technical Assistance Bulletin 24.

ED 199 871

Criminal Justice

Training Program Development for Criminal Justice Agencies.

ED 199 403

Crisis Intervention

The Rape Victim and Her Social Support System.

ED 199 582

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32.

ED 199 877

Criterion Referenced Tests

An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2.

ED 200 646

A Review of Assessment Instruments and Procedures for Young Exceptional Children.

ED 199 987

Critical Reading

The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process.

ED 199 731

Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning".

ED 199 732

Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School.

ED 199 647

Critical Thinking

Comprehensive Writing Programs.

ED 200 172

A Critique of Readers as Models for Composition.

ED 199 727

Program Evaluation in Distance Education: Against the Technologisation of Reason.

ED 200 488

Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School.

ED 199 647

Cross Age Teaching

Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.

ED 199 992

Cross Cultural Studies

Differences in the Rates of Reading Problems in the United States and Japan: A Search for Causes.

ED 199 676

Goshen College. Study-Service Trimester Program. A Concise Summary.

ED 200 542

The Role of Literature in Reading Instruction: Cross-Cultural Views.

ED 199 692

Cultural Activities

Three Futures in Collegiate Theatre (in Indiana).

ED 200 107

Cultural Awareness

China Briefing, 1980.

ED 200 510

Internationalism In Children's Literature: Understanding China: Appreciating Its Literature. A Unit.

ED 199 737

Cultural Background

Community-Based Ethnic Heritage Studies Program. Final Report.

ED 200 483

Folklore de Mexico (Folklore of Mexico).

ED 200 350

Cultural Context

Cohesion in English: A Key to the Way Our Culture Thinks?

ED 199 726

Language Differences in Strategies for the Interactional Management of Conversation.

ED 200 053

Cultural Differences

Cohesion in English: A Key to the Way Our Culture Thinks?

ED 199 726

Culturally Diverse Exceptional Children in School.

ED 199 993

Differences in the Rates of Reading Problems in the United States and Japan: A Search for Causes.

ED 199 676

Ethnicity and Social Services: Some Policy Perspectives.

ED 200 680//

Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S.

ED 199 769

Intergovernmental Relations and Ethnicity.

ED 200 685//

Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.

ED 199 704

Strategies for Teaching Composition to Native Americans.

ED 199 761

Cultural Education

Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project.

ED 200 390

Cultural Influences

Internationalism In Children's Literature: Understanding China: Appreciating Its Literature. A Unit.

ED 199 737

Cultural Pluralism

Censorship: A Multicultural Issue.

ED 199 751

Conceptual Considerations of Ethnicity: Past, Present, and Future.

ED 200 678//

Intergovernmental Relations and Ethnicity.

ED 200 685//

The Study of Ethnic Groups.

ED 200 091

Cultural Traits

Poetry and the "Me" Generation: Democratizing the "Ars Poetica".

ED 199 750

Culture Conflict

Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95.

ED 200 061

Curriculum

Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper.

ED 200 231

An Overview of Articulation Efforts in Vocational Education: Implications for State Planning.

ED 199 558

Curriculum Design

Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education.

ED 199 466

Integrating Clinical Experiences Throughout the Preservice Curriculum.

ED 200 568

Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations.

Sequencing and Branching: Implications for Theory and Practice.

ED 200 573

Structuring an Adult Learning Environment.

ED 199 708

The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation.

ED 199 658

Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised.

ED 200 551

ED 199 535

Curriculum Development

Conceptual-Based Teaching in Industrial Arts.

ED 199 399

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16.

ED 199 380

Curriculum in Higher Education.

ED 200 152

Curriculum Innovation: Teacher Commitment, Training, and Support.

ED 200 546

Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation. Spring, 1980. Summary Report.

ED 200 607

Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher.

ED 200 062

Developing Instructional Materials for Productive Skills. Report of a Study Group Meeting (Jakarta, Indonesia, October 2-17, 1979).

ED 199 815

Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Reference and Resource Series.

ED 200 512

Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values.

ED 199 569

Energy Conservation in the School Curriculum. Energy Conservation Guidelines 3.

ED 199 840

Energy Management Technician Curriculum Development. Final Report.

ED 199 462

Faculty Workshop on Clinical Instruction for Podiatric Medical Education. Final Report and Proceedings (June 30, 1979).

ED 200 159

The FBI Crime Resistance Program. Technical Assistance Bulletin 24.

ED 199 871

Framework for DOE Curriculum Improvement, 1976-1981.

ED 199 900

Global Education-An Implementation Plan & Resource Guide.

ED 200 481

Human Beings and Their Environment. Final Evaluation Report.

ED 200 398

Multicultural Education for Practitioners.

ED 200 477

National Strategies for Curriculum Design and Development. Report of a High-Level Personnel Study and Seminar on Design of Curricula (Australia, September 10-22, 1979).

ED 199 814

A New System of Education.

ED 199 920

An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training.

ED 199 565

Pressures That Promote Curriculum Schemes in Kindergarten.

ED 200 337

Promoting the Department within the University.

ED 199 801

A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay.

ED 200 298

Subject Index

Relevance and Curriculum: Making the Five R's Meaningful.

ED 199 931

Teachers' Cognitive Activities and Overt Behaviors.

ED 200 561

Training Program Development for Criminal Justice Agencies.

ED 199 403

Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

ED 199 534

Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26.

ED 199 873

Curriculum Enrichment

Project BETA. Community School Board District 6, Manhattan. Evaluation Report, 1979-80.

ED 200 701

Curriculum Evaluation

An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.

ED 200 372

Human Beings and Their Environment. Final Evaluation Report.

ED 200 398

Integral Elements of an Effective Mathematics Program.

ED 200 415

Sabbatical Report: A Study of College Freshman English Courses.

ED 199 712

Structured Interview Methodology for Collecting Training Feedback Information.

ED 199 537

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

Curriculum Guides

Science Curriculum Guide, Grades K-6.

ED 200 401

Curriculum Research

Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education.

ED 199 543

The Emergence of Mass Communication Curricula in Illinois Community and Junior Colleges.

ED 199 787

Curriculum Study Centers

A Case for Establishing a Teaching and Learning Service Unit at U.N.E.

ED 200 073

Curriculum Theories

Sequencing and Branching: Implications for Theory and Practice.

ED 199 708

Cytology

Bilingual Skills Training Program. Barbering/Cosmetology. Module 3.0: Cells.

ED 199 499

Daily Living Skills

Competency-Based Adult Education Bibliography.

ED 199 571

Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet.

ED 200 361

Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet.

ED 200 360

Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet.

ED 200 363

Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet.

ED 200 362

Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making.

ED 200 357

Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance.

ED 200 358

Project Basic Instructional Guide. Volume II. Survival Skills.

ED 200 602

Project Basic Instructional Guide. Volume II. Survival Skills. Instructional Resources.

ED 200 601

A Selected Bibliography of Functional Literacy Materials for Adult Learners.

ED 199 551

Dance

Folklore de Mexico (Folklore of Mexico).

ED 200 350

Data Analysis

Comprehensive Planning Task. Description of Procedures.

ED 199 391

Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods.

ED 200 173

Eye Movement Instrumentation for Reading Research.

ED 200 622

Institutional Research and External Agency Reporting Responsibility.

ED 200 074

Data Collection

Comprehensive Planning Task. Description of Procedures.

ED 199 391

Developing Student Profiles. ISSOE: Managing Student Progress.

ED 199 517

Eye Movement Instrumentation for Reading Research.

ED 200 622

Local Opinion Surveys for Career Education.

ED 199 455

Private School Data: Issues of Policy and Procedure. The Federal Perspective.

ED 200 388

Reporting Student Progress. ISSOE: Managing Student Progress.

ED 199 519

Data Processing

DOBIS-WLN Impact Study. Report.

ED 200 205

Personnel Retention in the College and University Information Systems Environment.

ED 200 273

Software Organization in Student Data Banks for Research and Evaluation: Four Institutional Models.

ED 199 903

Databases

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators.

ED 199 545

Day Camp Programs

Some Important Considerations in the Development of a Camping Program for Special Education Audiences.

ED 200 377

Day Care

Child Care Centers Sponsored by Employers and Labor Unions in the United States.

ED 200 331

Parents' View of Parent Involvement in Early Education Programs.

ED 200 326

Day Students

LACC Student Survey-Fall 1980. Research Study Number 81-5.

ED 200 294

Deafness

Parent-Infant Early Education Program, Central Institute for the Deaf, St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979.

ED 199 957

Declining Enrollment

229

Self-Concept, Self-Esteem and Deafness: Research Problems and Findings.

ED 199 603

Videodisc: An Instructional Tool for the Hearing Impaired.

ED 200 227

Death

Forty-Eighth Annual Survey of Football Fatalities 1931-1979.

ED 200 567

Support from Family and Friends: What Helps the Widow?

ED 199 584

Debate

Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.

ED 199 768

Decision Making

Administrative Style as a Predictor of Evaluation Utilization.

ED 200 611

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary.

ED 200 661

Developing a Comprehensive Cooperative Education Program: Building a Consensus.

ED 199 515

Developing Teamwork in the Community College: The Basics.

ED 200 270

Five Views of the Child in Educational Decision-Making.

ED 200 330

The Governance Structure of the Lansing (Michigan) Staff Development Policy Board.

ED 200 580

Increased Decision Making Involvement for Teachers: Ethical and Practical Consideration. Revised.

ED 199 826

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.

ED 199 419

Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation.

ED 200 094

School Climate and Decision Participation: Baseline Data for the Studies of Implementation.

ED 199 924

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.

ED 199 978

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.

ED 200 079

Teachers' Cognitive Activities and Overt Behaviors.

ED 200 561

Decision Making Skills

Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making.

ED 200 357

Student Decision-Making. ISSOE: Managing Student Progress.

ED 199 520

Declining Enrollment

A Comparison of Four Survival Ratio Models for Forecasting School Enrollment.

ED 199 844

Declining Enrolments in Manitoba's Public Schools: Issues and Information.

ED 199 842

The Effects of Closing Five Schools in 1979 on School District Enrollments.

ED 199 923

Promoting the Department within the University.

ED 199 801

Public School Educators in Minnesota. Final Report.

ED 199 917

Pupil Population Projections: Essential Tools for Educational Planners.

ED 199 895

Decoding (Reading)

The Effect of Instructions and Priming on the Use of Analogy Strategies in Reading.

ED 199 675

Defensiveness

The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication.

ED 199 799

Definitions

Energy & Conservation Glossary. Third Edition.

ED 200 420

An English-Punjabi Dictionary.

ED 200 025//

On the Nature of Normative Statements.

ED 200 638

Practical Parenting Instructional Code. Revised Edition.

ED 200 323

Degree Requirements

The Baccalaureate Degree Program at INTER-/MET.

ED 200 174

Delinquency

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23.

ED 199 870

Delinquency Prevention

Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15.

ED 199 864

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.

ED 200 348

Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14.

ED 199 863

Delinquent Behavior

An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers.

ED 199 625

Delinquent Rehabilitation

The Adventure Book-A Curriculum Guide to School Based Adventuring with Troubled Adolescents.

ED 200 381

Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups.

ED 199 626

A National Student Competition on Adaptive Reuse: A Shelter Care Facility.

ED 199 624

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.

ED 200 348

Delivery Systems

Basic Citizenship Competencies Project. Final Report.

ED 200 459

Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20.

ED 200 343

Marketing Post-Secondary Education in the U.S.A.

ED 200 117

A Model for the Delivery of Service to Children with Learning Disabilities: A Growing International Problem.

ED 199 944

National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act.

ED 200 385

Significant Inservice Delivery System Designs for Geographically Isolated School Personnel.

ED 200 569

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32.

ED 199 877

Demand Occupations

Employment Survey 1979. AIP Report.

ED 200 071

Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II-Home Economics.

ED 200 089

Democracy

Poetry and the "Me" Generation: Democratizing the "Ars Poetica".

ED 199 750

Demonstration Programs

Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.

ED 199 509

A Model Demonstration Service Delivery Continuum for Preschool Handicapped Children. Final Program Performance Report, July 1, 1979-June 30, 1980.

ED 199 985

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.

ED 199 980

Tillamook's Learning Disabilities Program for Secondary Students. OSSC Bulletin, Vol. 24, No. 5.

ED 199 889

Training Systems for Institutions. Teaching Research, Vol. IX, No. 1.

ED 199 954

Demonstrations (Educational)

Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose.

ED 199 691

Denmark

The Administration of the Institutions of Higher Education Act. (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976).

ED 200 115

Further and Higher Education in Denmark.

ED 200 116

Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980.

ED 200 387

Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition.

ED 199 480

Self-Formulating Study-Groups: An Innovative Approach to Staff Development in Denmark.

ED 200 544

Vocational Education and Training in Denmark.

ED 199 481

Dental Assistants

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16.

ED 199 380

Dental Schools

A Communication Skills Training Course for Dental Students.

ED 200 088

A Report on Health Sciences Education Planning for California: 1980-1982.

ED 200 140

Dental Students

A Communication Skills Training Course for Dental Students.

ED 200 088

Preparing Students for Their Initial Patient Encounter-An Innovative Approach.

ED 200 185

Dentistry

Preparing Students for Their Initial Patient Encounter-An Innovative Approach.

ED 200 185

Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.

ED 200 134

Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.

ED 200 135

Dentists

Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.

ED 200 134

Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.

ED 200 135

Department Heads

Business Department Chairperson: An Administrator or a Teacher?

ED 200 181

Departments

Promoting the Department within the University.

ED 199 801

Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.

ED 200 175

Dependents Schools

Basic Skills Assessment Program. Parent Pamphlet, Teacher Pamphlet, and Administrator Pamphlet.

ED 200 606

Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation, Spring, 1980. Summary Report.

ED 200 607

Depression (Psychology)

Childhood Depression and Hyperactivity.

ED 199 958

Desegregation Effects

The Effects of Closing Five Schools in 1979 on School District Enrollments.

ED 199 923

The Impact of Desegregation on Higher Education. Proceedings of the National Conference on Desegregation in Higher Education (Raleigh, North Carolina, July 18-20, 1979).

ED 200 675//

Desegregation Methods

The Impact of Desegregation on Higher Education. Proceedings of the National Conference on Desegregation in Higher Education (Raleigh, North Carolina, July 18-20, 1979).

ED 200 675//

A Practitioners' Guide for Achieving Student Integration in City High Schools.

ED 200 669

Desensitization

Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization.

ED 200 290

Developing Institutions

Grant Administration Manual for Title III Coordinators.

ED 200 072

Developing Nations

The African University in Development.

ED 200 142//

Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.

ED 200 399

Foreign News Agency Influences on a Developing Country Press (Egypt).

ED 199 734

Primary Schooling and Economic Development: A Review of the Evidence. World Bank Staff Working Paper No. 399.

ED 199 813

The Temporal Context of Adoption.

ED 200 486

Developmental Disabilities

The Aged and Aging Developmentally Disabled: An Exploration Into Issues and Possibilities.

ED 199 589

Too Late at Eight: Prevention and Intervention, Young Children's Learning Difficulties.

ED 199 988

Developmental Psychology

Counseling Women Course: A Course Description.
ED 199 614

Developmental Stages

Children's Communication of Basic Level and Subordinate Level Semantic Contrasts.
ED 199 690

Children's Use of Speech Recoding to Obtain Meaning from Sentences.
ED 199 688

Inviting Teacher Professional Growth.
ED 200 598

Readers' Reactions to Temporal Disruption in Stories.
ED 199 636

Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 8.
ED 200 604

Visible Language Learning: A Case Study.
ED 199 653

Developmental Studies Programs

CAUSE Grant SER77-06227. Final Report.
ED 200 075

De-Grading Developmental Studies.
ED 200 293

Diachronic Linguistics

From Black-White Speech Relationships to the Ethnography of Communication, or, Who Profits from Research?
ED 199 705

Usage: Or Back to Basics: An Old Saw Reshaped.
ED 199 736

Diagnostic Reliability

Investigations of the Diagnostic Reliability of Reading Specialists, Learning Disabilities Specialists, and Classroom Teachers: Results and Implications. Research Series No. 88.
ED 199 639

Diagnostic Tests

Early Identification & Readiness Program. Monograph 3.
ED 199 680

Dialect Studies

From Black-White Speech Relationships to the Ethnography of Communication, or, Who Profits from Research?
ED 199 705

Dialects

University of South Alabama Dialect Tape Center: Audio Tape Resources.
ED 199 782

Dietetics

Nutrition Education: Selected Resources. Bibliographies.
ED 200 521

Difficulty Level

Item Bias, Test Speededness, and Rasch Tests of Fit.
ED 200 632

Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety.
ED 200 633

Diffusion

Basic Citizenship Competencies Project. Final Report.
ED 200 459

Directed Reading Activity

A Study of Instructional Dimensions that Affect Reading Comprehension.
ED 199 674

Directive Speech

Stability and Change in Teacher-Pupil Directive Interactions.
ED 200 338

Disabilities

Approaches to Children in the Mainstreaming Process: A Psychological and Administrative Perspective.
ED 199 960

An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on

Materials for Elderly, Low-Income and Handicapped Consumers.
ED 199 544

Barriers in Higher Education for Persons with Handicaps: A Continued Challenge.
ED 200 155

A Common Sense Communication Almanac: A Guide for Regular and Exceptional Educators Who Work with Exceptional Children.
ED 199 968

A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development.
ED 199 964

Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.
ED 199 992

Culturally Diverse Exceptional Children in School.
ED 199 993

Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report. July 1, 1976 through June 30, 1979.
ED 199 951

The Development of a State Distribution System for Federal Vocational Education Funds.
ED 199 566

The Disabled College Freshman.
ED 199 959

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.
ED 199 474

Family Life and Child Development: A Selective, Annotated Bibliography Cumulative Through June 1979.
ED 200 301

Guidebook for Vocational Education for the Handicapped. Revised.
ED 199 522

Handicapped Programs: California Community Colleges.
ED 200 271

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80).
ED 199 530

Issues of Common Concern: A Report of the HCEEP Minority Leadership Workshop.
ED 199 946

Mainstreaming in Business Education. Monograph 135.
ED 199 438

A Model Demonstration Service Delivery Continuum for Preschool Handicapped Children. Final Program Performance Report, July 1, 1979-June 30, 1980.
ED 199 985

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume I: Executive Summary. Final Report.
ED 199 970

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume III: Basic Survey Findings. Final Report.
ED 199 972

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume II: Introduction, Methodology, and Instrumentation. Final Report.
ED 199 971

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume IV: Retrospective Longitudinal Substudy Findings. Final Report.
ED 199 973

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume V: State/Special Facility Substudy Findings. Final Report.
ED 199 974

A National Survey of Individualize Education Programs (IEPs) for Handicapped Children: Follow-Up Study of the IEP Development Process. Final Report.
ED 199 975

Oversight of Public Law 94-142-The Education for All Handicapped Children Act, Part 1. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (September 27, October 9, 11,

16, and 24, 1979).

Oversight on Education for All Handicapped Children Act, 1979. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Session on Oversight on Public Law 94-142. Education of All Handicapped Children Act (July 19, 26, and 31; October 1, 3, and 10, 1979).

Oversight on Education for All Handicapped Children Act, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on Oversight on Public Law 94-142, Education for All Handicapped Children Act.

P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations.

Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency.

Project Sunrise: Handicapped Children's Early Education Program: Third Year Demonstration. Final Report, July 1, 1979-June 30, 1980.

A Review of Assessment Instruments and Procedures for Young Exceptional Children.

The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.

Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo.

Special Educational Needs Program (SEN). A Technical Report, FY 1978.

Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans.

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report.

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis.

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.

A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report.

Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students.

Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers.

Training Systems for Institutions. Teaching Research, Vol. IX, No. 1.

ED 199 954

- Working on Working. Innovators of Vocational Programs for Handicapped High School Students. ED 199 433
- Working with the Handicapped in the Vocational Home Economics Classroom. ED 199 470
- Disadvantaged**
Education of the Disadvantaged: A Conceptual Overview. ED 200 656
- Disadvantaged Environment**
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume I: Literature in Retrospect. ED 200 312
- Disadvantaged Youth**
Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children. ED 199 992
- Missed the Bus? ED 200 370
- Proceedings of a National Multicultural Seminar on Mental Retardation among Minority Disadvantaged Populations (Norfolk, Virginia, October 10-12, 1977). ED 199 953
- Until the Fire and the Rose Are One. ED 200 369
- Victims of Myth: The Situation of Rural Youth in Britain. ED 200 368
- Disaster Planning**
School Emergency Planning Guide. ED 199 888
- Discipline**
Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook. ED 199 849
- Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies. ED 200 520
- Survey of Secondary School Perceptions. Research Report. ED 199 893
- Discipline Policy**
Classroom Management Styles and Personality Variables of Teachers and Education Majors: Similarities and Differences. ED 200 595
- Resource Handbook on Discipline Codes. ED 199 885
- A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms. ED 200 534
- Discipline Problems**
Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37. ED 199 882
- The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36. ED 199 881
- Discourse Analysis**
Aesthetic Patterning of Verbal Art and the Performance-Centered Text. ED 200 051
- Aspects semiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks). ED 200 021
- Confirming Story Grammar Structures. ED 199 643
- Considering Construct Validity in Incomplete Text Research. ED 199 637
- The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication. ED 200 052
- Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190. ED 199 661

- Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives. ED 199 634
- Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197. ED 199 668
- Interjected Routines as Metanarrative Commentary. ED 199 996
- A Knowledge-Based Model of Prose Comprehension: Applications to Expository Texts. ED 199 673
- Of Puppet Voices and Interlocutors: Exposing Essences of Puppetry and Speech. ED 200 048
- On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195. ED 199 666
- Papers in Discourse and Contrastive Discourse Analysis. Jyväskylä Contrastive Studies, 5. Reports from the Department of English, University of Jyväskylä, No. 6. ED 200 064
- Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing. ED 200 060
- Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review. ED 200 059
- Discrimination against Children**
A Study of How Restrictive Rental Practices Affect Families with Children. ED 200 328
- Discrimination Learning**
Development of Preschoolers' Learning, Retention, and Generalization of Concepts. ED 200 324
- Disease Control**
Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation. ED 199 498
- Health, United States, 1980, With Prevention Profile. ED 200 566
- Disease Incidence**
Health, United States, 1980, With Prevention Profile. ED 200 566
- Displaced Homemakers**
Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980. ED 199 461
- Handbook of Employment Skills for Displaced Homemakers. ED 199 516
- Helping the Displaced Homemaker: One Day at a Time. ED 199 609
- Display Aids**
Display and Presentation Boards. ED 200 195
- Disruptive Effect (Reading)**
Readers' Reactions to Temporal Disruption in Stories. ED 199 636
- Distractors (Tests)**
Sex Differences in Sixth Grade Children's Problem Solving. ED 200 649
- Distributive Education**
New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum. ED 199 526
- Supplement for Teaching Distributive Education II: Course of Study. ED 199 469

- Distributive Education Clubs of America**
Supplement for Teaching Distributive Education II: Course of Study. ED 199 469
- District of Columbia**
Parent Imprisonment and Child Socialization Research Project. Executive Summary. ED 200 319
- Parent Imprisonment and Child Socialization Research Project. Final Report. ED 200 308
- Diversity (Student)**
The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society. ED 200 069//
- Divorce**
Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo. ED 199 448
- DOBIS System**
The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised. ED 200 204
- Doctoral Degrees**
Earned Degrees Conferred 1977-78. ED 200 154
- Documentation**
Documentation and Information in Youth Research. ED 200 367
- Dominant Behavior**
Perceptions of Male and Female Dominant Behavior in Small Group Interactions. ED 199 776
- Dormitories**
The Impact of Triple Room Assignment on Students at Rutgers and Douglass Colleges. ED 200 186
- Double Majors**
The Political Economy Program: An Informal Guide. ED 200 106
- Douglas (William O)**
Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression. ED 199 802
- Dramatics**
Design and Implementation of an Effective Drama Unit for Middle School/Junior High. ED 199 795
- Three Futures in Collegiate Theatre (in Indiana). ED 200 107
- Drinking**
Information About Alcohol Consumption as a Determinant of Responsibility Attributions. ED 199 574
- Driver Education**
Training for School Bus Safety. Technical Assistance Bulletin 30. ED 199 875
- Drop In Centers**
Focus on Childminders: A Profile of the First Bunbury Drop-In Centres. ED 200 302
- Dropout Characteristics**
College Student Attrition and Retention. College Board Report No. 81-1. ED 200 170
- College Student Perceptions Four Year Follow-up: 1973-77. Characteristics of Freshmen Associated with Retention. ED 200 125
- Student Retention Strategies. AAHE-ERIC/Higher Education Research Report No. 8, 1980. ED 200 118
- Dropout Prevention**
Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs. ED 200 158

Subject Index

Student Retention Strategies. AAHE-ERIC/-
Higher Education Research Report No. 8, 1980.
ED 200 118

Dropouts

The Reasons Why Farm Children Drop Out of
School.
ED 200 380

Drug Abuse

Alcohol and Nutrition. Proceedings of a Work-
shop on Alcohol and Nutrition (Indianapolis, In-
diana, September 26-27, 1977). Research
Monograph No. 2.
ED 200 559

Correlates of Drug Use, Part 1: Selected Measures
of Background, Recent Experiences, and Lifestyle
Orientations. Monitoring the Future Occasional
Paper Series No. 8.
ED 199 616

Due Process

Study of Procedures for Determining the Least
Restrictive Environment (LRE) Placement of
Handicapped Children. Final Report. Activity 3:
Legal Analysis.
ED 199 979

Early Adolescents

Some Considerations of Early Adolescents with
Implications for Curriculum and Instruction in
Science.
ED 200 448

Early Childhood Education

Project Sunrise: Handicapped Children's Early
Education Program: Third Year Demonstration.
Final Report, July 1, 1979-June 30, 1980.
ED 199 942

Too Late at Eight: Prevention and Intervention,
Young Children's Learning Difficulties.
ED 199 988

Update and Implications of Early Personal-Social
Learning.
ED 200 327

Earth Science

Pennsylvania's Energy Curriculum for the Se-
condary Grades: Earth Science.
ED 200 410

Ecology

Coastal Awareness: A Resource Guide for Teach-
ers in Elementary Science.
ED 200 453

Coastal Awareness: A Resource Guide for Teach-
ers in Junior High Science.
ED 200 454

Project Basic Instructional Guide. Volume II. Sur-
vival Skills.
ED 200 602

Economic Climate

American Higher Education in 1975 and 1976:
The Academy's Response to Continuing Kon-
dratieff Recession as Reported in "The Times
Higher Education Supplement" (London).
ED 200 169

Economic Development

Research in Adult Education: Adult Education
and Development. Report on the International
Seminars Held at the Nordic Folk Academy
(Kungälv, Sweden, June 25-27, 1979).
ED 199 381

Economic Factors

Family Relationships and Parenting Education:
Aging. Instructor Guide.
ED 199 623

Economic Opportunities

Until the Fire and the Rose Are One.
ED 200 369

Economically Disadvantaged

Development of an Instructional Model for Help-
ing Youth Acquire Necessary Work Habits, Atti-
tudes, or Values.
ED 199 569

Living Conditions of Some Basic School Children:
Pointers to Disadvantage.
ED 200 313

Missed the Bus?

ED 200 370

Older Women and Education.

ED 199 576

On the Comparability of Services Provided to Pri-
vate School Students under Title I of the Eleme-
ntary and Secondary Education Act (as amended,
1974) and on the Impact of the Act on Private
Schools. A Report for the Education Equity
Group, Compensatory Education Division of the
National Institute of Education.
ED 200 658

Private Sector Training of the Economically
Disadvantaged: Key Elements of Success.
ED 199 477

Economics

The Political Economy Program: An Informal
Guide.
ED 200 106

An Urban Extension: Some Innovations. Final
Project Report.
ED 200 476

Editing

Computer Aided Authoring and Editing. Techni-
cal Note 1-81.
ED 200 247

Education Amendments 1980

Higher Education. Conference Report: To Ac-
company H.R. 5192. House of Representatives,
Ninety-Sixth Congress, Second Session.
ED 200 102

Education for All Handicapped Children Act

The Development of a State Distribution System
for Federal Vocational Education Funds.
ED 199 566

National Research Comparing Rural Special Edu-
cation Delivery Systems Before and After Im-
plementation of the Education of All
Handicapped Children's Act.
ED 200 385

Oversight of Public Law 94-142-The Education
for All Handicapped Children Act, Part 1. Hear-
ings before the Subcommittee on Select Educa-
tion of the Committee on Education and Labor,
House of Representatives, Ninety-Sixth Con-
gress, First Session (September 27, October 9, 11,
16, and 24, 1979).
ED 199 984

Oversight on Education for All Handicapped
Children Act, 1979. Hearings Before the Subcom-
mittee on the Handicapped of the Committee on
Labor and Human Resources, United States Sen-
ate, Ninety-Sixth Congress, First Session on
Oversight on Public Law 94-142. Education of All
Handicapped Children Act (July 19, 26, and 31;
October 1, 3, and 10, 1979).
ED 199 965

Oversight on Education for All Handicapped
Children Act, 1980. Hearing Before the Subcom-
mittee on the Handicapped of the Committee on
Labor and Human Resources, United States Sen-
ate, Ninety-Sixth Congress, Second Session on
Oversight on Public Law 94-142, Education for
All Handicapped Children Act.
ED 199 967

Study of Procedures for Determining the Least
Restrictive Environment (LRE) Placement of
Handicapped Children. Final Report. Activity 3:
Legal Analysis.
ED 199 979

Working with the Handicapped in the Vocational
Home Economics Classroom.
ED 199 470

Education Majors

Classroom Management Styles and Personality
Variables of Teachers and Education Majors:
Similarities and Differences.
ED 200 595

An Exemplary Introductory Course For Second-
ary Education Majors.
ED 200 540

Relations Between Early Field Experiences and
Performance in Subsequent Coursework.
ED 200 525

The Relationship Between Personal Acceptance
and Career Choice Contentment Among Gradu-
ate Students in Education.
ED 199 407

Team Approach to Field Based Preservice
Teacher Education.
ED 200 556

Educational Assessment

233

Educational Work Relationship

Effective Programming for Youth: The Educa-
tion/Work Connection.
ED 199 523

Graduates of Higher Education in the Food and
Agricultural Sciences: An Analysis of Supply/Dem-
and Relationship. Volume II-Home Economics.
ED 200 089

Human Services and Teacher Education: A Time
for Action.
ED 200 523

Job Hunting Behaviors and Employment Status of
Recent College Graduates.
ED 200 104

Law Schools and Professional Education: Report
and Recommendations of the Special Committee
for a Study of Legal Education of the American
Bar Association.
ED 200 077

Path Analysis of Variables Associated with CETA
Training Program.
ED 199 436

Primary Schooling and Economic Development:
A Review of the Evidence. World Bank Staff
Working Paper No. 399.
ED 199 813

Productivity: Vocational Education's Role. Infor-
mation Series No. 223.
ED 199 446

San Antonio Experience Based Career Education
Demonstration Project. Final Narrative Perfor-
mance Report, September 15, 1976-August 31,
1979.
ED 199 393

Short Term Skill Training. Alternative Appro-
aches. Information Series No. 222.
ED 199 445

The Teaching of Employability Skills: Who's Re-
sponsible?
ED 199 429

United States Federal Policies for Education for
the Disadvantaged. Reviews of National Policies
for Education.
ED 200 686//

Viewpoints on Interpreting Outcome Measures in
Vocational Education. National Conference on
Outcome Measures for Vocational Education
(Louisville, Kentucky, August 16-18, 1979). Infor-
mation Series No. 187.
ED 199 431

Vocational Education and the Work Establish-
ment of Youth: Equity and Effectiveness Issues.
A Rand Note.
ED 199 450

Workplace Perspectives on Education and Train-
ing. Volume I.
ED 200 143//

1980 Graduates of the Block Project. A Follow-
Up Study.
ED 200 532

Educational Administration

Bureaucracy, Professionalism and Knowledge:
Structures of Authority and Structures of Control.
ED 199 910

Educational Research, Development, and Inno-
vation: The Institutionalization of Change in Edu-
cation.
ED 199 937

Equity in Vocational Education Administration:
A Handbook for Administrators and Mem-
bers of Boards of Education.
ED 199 548

Equity in Vocational Education Administra-
tion: A Handbook for Women.
ED 199 547

The Function of Educational Administration in
the Processes of Cultural Transmission.
ED 199 911

Educational Anthropology

The Ethnography of Schooling: Implications for
Educational Policy-Making.
ED 199 809

Educational Assessment

Basic Skills Assessment Program. Parent Pam-
phlet, Teacher Pamphlet, and Administrator
Pamphlet.
ED 200 606

Department of Defense Dependents Schools
Comprehensive Social Studies Program Evalua-
tion, Spring, 1980. Summary Report.
ED 200 607

Educational Evaluation and Training: The Heuristic Value of Causal Modeling.

ED 200 644

Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment.

ED 200 386

Elementary School Self-Assessment Book. Preliminary Edition.

ED 199 835

Evaluation as an Effective Strategy for Instructional Improvement: Essential Conditions for Implementation.

ED 200 625

An Example of the Quality of Students' Understanding: Initial Conceptions of Psychology.

ED 200 464

Guidelines to Accompany the Elementary School Self-Assessment Book, 1979.

ED 199 834

International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs.

ED 200 489

The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2.

ED 200 034

Notes & Quotes on Adult Learning.

ED 199 389

Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings.

ED 200 575

School System Response to Planned Interventions to Reduce Sex Bias.

ED 200 511

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

Educational Attainment

Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I.

ED 200 306

Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1.

ED 199 476

Educational Attitudes

Censorship: A Multicultural Issue.

ED 199 751

The Status of Native American Women in Higher Education.

ED 200 364

Educational Background

Ready for College? (Freshmen Assess Their Preparation in English).

ED 200 121

Students and Scholars from the People's Republic of China Currently in the United States. Survey Summary.

ED 200 080

Educational Benefits

The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202.

ED 199 435

Outcomes of Occupational Education. Phase I Report.

ED 199 528

Primary Schooling and Economic Development: A Review of the Evidence. World Bank Staff Working Paper No. 399.

ED 199 813

Why Go to College? (Freshmen Assess the Value of a College Degree).

ED 200 122

Educational Change

Assuring the Future: A Diplomat's Concerns.

ED 200 470

Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.

ED 200 586

Health Occupations Education Today! And Tomorrow!

ED 199 471

Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association.

ED 200 077

The Politics of Educational Reform in Nineteenth-Century Massachusetts: The Controversy Over the Beverly High School in 1860. Final Report.

ED 200 495

Pressures That Promote Curriculum Schemes in Kindergarten.

ED 200 337

The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.

ED 199 808

The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.

ED 199 925

School Climate and Decision Participation: Baseline Data for the Studies of Implementation.

ED 199 924

The State of Technical Writing.

ED 199 763

Educational Cooperation

International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (UNESCO House, Paris, September 8-12, 1980). Final Report.

ED 200 478

Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.

ED 199 384

Educational Counseling

Meeting Student's Needs: A Promising Innovation.

ED 200 558

The Retention Committee, University of Pittsburgh. A Report to the Provost.

ED 200 178

Vocational Education and Training in Denmark.

ED 199 481

Educational Demand

Marketing Post-Secondary Education in the U.S.A.

ED 200 117

Educational Development

The African University in Development.

ED 200 142//

Educational Research, Development, and Innovation: The Institutionalization of Change in Education.

ED 199 937

Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings.

ED 200 575

Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory.

ED 199 560

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency.

ED 200 349

Educational Diagnosis

The RIPPS Reading Program. Monograph 1.

ED 199 679

RIPPS Student Selection Process. Monograph 8.

ED 199 684

Educational Discrimination

Final Report of Sub-Committee on Race Relations.

ED 200 650

Educational Environment

The "Basics" Relative to School Climate.

ED 199 936

Classroom Environment as a Moderator of the IQ: School Performance Relationship.

ED 199 583

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook.

ED 199 850

Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34.

ED 199 879

Middle School Research: Selected Studies 1977-79.

ED 199 819

A Practitioners' Guide for Achieving Student Integration in City High Schools.

ED 200 669

The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.

ED 199 925

School Climate and Decision Participation: Baseline Data for the Studies of Implementation.

ED 199 924

School Climate Assessment Programs. Technical Assistance Bulletin 38.

ED 199 883

Educational Equipment

Videodisc: An Instructional Tool for the Hearing Impaired.

ED 200 227

Educational Experience

Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I.

ED 200 306

Educational Facilities

Health Careers Curriculum Modules.

ED 199 525

Educational Facilities Design

Peruvian Rural School Construction System. SERP 71: Sierra Type.

ED 200 345

Educational Facilities Improvement

Barriers in Higher Education for Persons with Handicaps: A Continued Challenge.

ED 200 155

Educational Facilities Planning

Maryland Statewide Plan for Postsecondary Education. Second Annual Review.

ED 200 105

Educational Finance

Canadian Universities 1980 and Beyond. Enrolment, Structural Change and Finance.

ED 200 066

A Future of Lost Opportunities? Brief to the Ontario Council on University Affairs.

ED 200 160

Informing the Future: A Plan for Higher Education for the Eighties.

ED 200 138

Informing the Future: A Plan for Higher Education for the Eighties. Working Papers.

ED 200 139

Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.

ED 200 081

A Roundup of State and Local Tax Developments. Financing Higher Education.

ED 200 101

Special Funding for Small and/or Isolated Rural Schools.

ED 200 342

State Postsecondary Education Profiles Handbook, 1980 Edition.

ED 200 096

Study of Title II of PL 93-638.

ED 200 376

University Finance: A Statistical Profile.

ED 200 148

Educational Games

Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance.

ED 200 358

A Review of the IEE's Involvement in Academic Gaming.

ED 200 230

Subject Index

Educational Gerontology

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

ED 199 570

Educational History

Ability Grouping: Why Do We Persist and Should We.

ED 200 617

Career Education: Concepts and Practices.

ED 199 451

Connecticut's Canterbury Tale: Prudence Crandall and the "School for Nigger Girls".

ED 200 497

An Educational Research Framework Applied to a Secondary School in Japan.

ED 200 467

A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.

ED 200 065

The Politics of Educational Reform in Nineteenth-Century Massachusetts: The Controversy Over the Beverly High School in 1860. Final Report.

ED 200 495

Samuel Eliot Morison: The Man, the Historian, the Literary Artist and the Educator.

ED 200 458

Technical Writing: Past, Present, and Future.

ED 199 733

Educational Improvement

Oklahoma's Quest for Quality.

ED 200 541

Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.

ED 200 529

Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization.

ED 200 145

Educational Innovation

Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37.

ED 199 882

A Collaborative Involvement Strategy for Educational Improvement.

ED 200 576

Educational Research, Development, and Innovation: The Institutionalization of Change in Education.

ED 199 937

Flint, Michigan, Community Schools. Technical Assistance Bulletin 21.

ED 199 868

The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.

ED 199 925

Strategies for Change.

ED 200 113

Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students.

ED 199 434

Teacher Participation in Educational Innovation: Some Insights Into Its Nature.

ED 200 593

Educational Legislation

Analysis of Key Federal Legislation Affecting Vocational Education for Indians.

ED 199 390

Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy.

ED 199 906

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.

ED 200 594

Guidebook for Vocational Education for the Handicapped. Revised.

ED 199 522

Higher Education. Conference Report: To Accompany H.R. 5192. House of Representatives, Ninety-Sixth Congress, Second Session.

ED 200 102

Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs.

ED 199 392

Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.

ED 199 401

In the Matter of the Board of Education of the City of Trenton, Mercer County. Commissioner of Education Decision.

ED 200 670

Oklahoma's Quest for Quality.

ED 200 541

Study of Title II of PL 93-638.

ED 200 376

Educational Malpractice

School Law: A Generic Competency For Teachers.

ED 200 548

Educational Marketing

Utilization of Marketing Techniques in California Community Colleges.

ED 200 295

Educational Media

Evaluating Media Programs: District and School.

ED 200 228

1980 Multi-Media Evaluation Report.

ED 200 245

Educational Needs

An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.

ED 200 372

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.

ED 199 378

Assuring the Future: A Diplomat's Concerns.

ED 200 470

Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.

ED 200 399

Daring to Dream: Law and the Humanities for Elementary Schools.

ED 200 468

Education in the Medical Care Setting: Perceptions of Selected Physicians.

ED 199 459

Education in the 80's: English.

ED 199 762

Energy: Factors Influencing Vocational Education Policy. Information Series No. 220.

ED 199 443

Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers.

ED 199 388

European Regional Seminar on Implementation of the UNESCO Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (Sofia, Bulgaria, 15-20 October 1979). Final Report.

ED 200 479

Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs.

ED 199 392

International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (UNESCO House, Paris, September 8-12, 1980). Final Report.

ED 200 478

Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).

ED 199 405

The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools.

ED 200 473

School System Response to Planned Interventions to Reduce Sex Bias.

ED 200 511

Educational Planning

235

Structuring an Adult Learning Environment.

ED 199 658

Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs.

ED 199 394

Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.

ED 199 384

What Is Home Economics Education?

ED 199 546

Educational Objectives

Career Education: Concepts and Practices.

ED 199 451

Occupational Education Today. New Directions for Community Colleges, Number 33.

ED 200 286

Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report.

ED 200 095

Pressures That Promote Curriculum Schemes in Kindergarten.

ED 200 337

Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.

ED 200 529

Program Review's Missing Member: A Consideration of Quality and Its Assessment.

ED 200 108

A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay.

ED 200 298

The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools.

ED 200 473

Student Performance Expectations of the Foundation Program.

ED 199 899

Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.

ED 199 384

What Is Home Economics Education?

ED 199 546

Educational Opportunities

Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System.

ED 200 687

Education of the Disadvantaged: A Conceptual Overview.

ED 200 656

Educational Philosophy

Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control.

ED 199 910

"But Teach, You Ain't Listenin'" or How to Cope with Violence in a Public School Classroom.

ED 200 549

The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement.

ED 199 572

Curriculum in Higher Education.

ED 200 152

The Function of Educational Administration in the Processes of Cultural Transmission.

ED 199 911

Mythology in American Education.

ED 199 935//

Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent.

ED 200 384

Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980).

ED 200 530

Educational Planning

Career Education Program Design.

ED 199 453

Comprehensive Planning Task. Description of Procedures.

ED 199 391

Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages.

ED 199 514

Five Views of the Child in Educational Decision-Making. ED 200 330

Health Careers Curriculum Modules. ED 199 525

Health Occupations in Illinois: Executive Summary. ED 199 508

Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs. ED 199 392

Notes & Quotes on Adult Learning. ED 199 389

An Overview of Articulation Efforts in Vocational Education: Implications for State Planning. ED 199 558

A Study of the Future of Vocational Education: Implications for Local Planning. ED 199 563

Educational Policy

American Public Opinion Toward Sex Education and Contraception for Teenagers. ED 200 496

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary. ED 200 661

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies. ED 200 594

Educational Research, Development, and Innovation: The Institutionalization of Change in Education. ED 199 937

The Ethnography of Schooling: Implications for Educational Policy-Making. ED 199 809

Indexing Tuition and Fees to Cost of Education: Implications for State Policy. ED 200 085

National Strategies for Curriculum Design and Development. Report of a High-Level Personnel Study and Seminar on Design of Curricula (Australia, September 10-22, 1979). ED 199 814

Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency. ED 199 963

Research Survey of Bilingualism and Bilingual Education in the Soviet Union. ED 200 035

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans. ED 199 977

United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education. ED 200 686//

Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain. ED 199 383

Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain. ED 199 384

Educational Practices

Ability Grouping: Why Do We Persist and Should We. ED 200 617

Career Education: Concepts and Practices. ED 199 451

Education in the People's Republic of China. A Selective Annotated Bibliography of Materials Published in the English Language 1971-1976. ED 200 487

European Regional Seminar on Implementation of the UNESCO Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (Sofia, Bulgaria, 15-20 October 1979). Final Report. ED 200 479

Faculty Cultures and Instructional Practices. ED 200 179

Formulating a Comprehensive Index of Political Education in Contemporary America. First Draft. ED 200 462

Mele-Maat: First Year Evaluation of a British Primary School in the New Hebrides. ED 200 318

Mythology in American Education. ED 199 935//

A Practitioners' Guide for Achieving Student Integration in City High Schools. ED 200 669

Pressures That Promote Curriculum Schemes in Kindergarten. ED 200 337

School System Response to Planned Interventions to Reduce Sex Bias. ED 200 511

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 13, No. 4, 1979. Period Covered October-December, 1979. ED 200 507

Selected Bibliography of Arab Educational Materials, Vol. 3, No. 2, 1978. ED 200 505

Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain. ED 199 383

Educational Psychology

Student Mini-Learning Exercise (SMiLE) Cards: Theory into Practice-Now! ED 199 588

Educational Quality

Centres of Excellence in British Universities. ED 200 076

Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation, Spring, 1980. Summary Report. ED 200 607

Elementary School Self-Assessment Book. Preliminary Edition. ED 199 835

Guidelines to Accompany the Elementary School Self-Assessment Book, 1979. ED 199 834

Instructional Television: Potentials or Problems. ED 200 229

A New System of Education. ED 199 920

The PANG Project. Process Analysis of Non-Grading. Project No. 214. ED 200 613

Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980). ED 200 530

Program Review's Missing Member: A Consideration of Quality and Its Assessment. ED 200 108

Quality and Accountability: An Evaluation of Statewide Program Review Procedures. ED 200 156

Survey of Secondary School Perceptions. Research Report. ED 199 893

Educational Research

Ability Grouping: Why Do We Persist and Should We. ED 200 617

Action Research in Retrospect and Prospect. ED 200 560

Adults as Learners. Increasing Participation and Facilitating Learning. ED 200 099//

American Association of School Administrators 1980 Summer Instructional Leadership Conference: A Cooperative R&D Dissemination Project. Final Report. ED 199 934

An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies. ED 200 439

Comprehensive Planning Task. Description of Procedures. ED 199 391

Educational Research, Development, and Innovation: The Institutionalization of Change in Education. ED 199 937

The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202. ED 199 435

The Ethnography of Schooling: Implications for Educational Policy-Making. ED 199 809

Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196. ED 199 667

The Influence of Spelling on Speech Perception. ED 199 697

Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey. ED 200 404

Reading and Literature: American Achievement in International Perspective. ED 199 741

Reassessing Research in the Politics of Education. ED 199 822

Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979). ED 199 381

Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory. ED 199 560

A Study to Determine the Efficacy of an Individualized-Modularized Writing Course. ED 199 740

Teachers' Cognitive Activities and Overt Behaviors. ED 200 561

Time Out for Problem Solving. ED 200 417

What Can Research Contribute to Law-Related Education? ED 200 490

Educational Researchers

On the Conduct of Site Relations in Educational Research. ED 199 916

Educational Resources

An Analysis of the Learning Resources Programs Provided by the Fifteen Colleges of the Massachusetts Community College System. ED 200 201

Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings. ED 199 559

Competency-Based Adult Education Bibliography. ED 199 571

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators. ED 199 545

Development, Operation and Maintenance of a Coordinated Communications Network. Final Report. ED 200 249

Materials for Teaching Adult Functional Literacy in North Dakota; Annotated Bibliography. Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health. ED 199 479

Special Purpose Dissemination Grant. Final Report. ED 200 234

Synthesis and Interpretation of Knowledge: New Roles for University Faculty in School Improvement Programs. ED 200 553

1980 MRDAC Resource Library Annotated Bibliography. ED 200 666

Educational Status Comparison
Older Women and Education. ED 199 576

Subject Index

Educational Strategies

Application of the Cellular Learning Theory Model to the Professional Education of Preservice Teacher Trainees and the Inservice Training of Classroom Teachers and Supervisors.

ED 200 533

Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

ED 199 534

Educational Technology

Comparing Adult Education Worldwide.

ED 200 180//

The Function of Educational Administration in the Processes of Cultural Transmission.

ED 199 911

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s—Research and Studies.

ED 200 403

Educational Television

Comparisons of Selected Instructional Television Networks: Programming, Management, and Funding Models.

ED 200 190

Instructional Television: Potentials or Problems.

ED 200 229

Educational Theories

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.

ED 200 594

Educational Therapy

The Development and Evaluation of the Wilderness Experience Program.

ED 200 366

Educational Trends

Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980).

ED 200 581

A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities.

ED 200 067

Education in the 80's: English.

ED 199 762

Higher Education in the Eighties.

ED 200 068

An International Review of Minimal Competency Programs in Mathematics.

ED 200 438

Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation.

ED 200 537

The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.

ED 200 069//

Promises and Perils for the 1980s. Junior College Resource Review.

ED 200 281

Review of Salient Points of Volume II: Implications for Education of Prospective Changes in Society.

ED 199 827

Usage: Or Back to Basics: An Old Saw Reshaped.

ED 199 736

The 80's: How Will Public Education Respond? A Report of the Council of Chief State School Officers' Annual Summer Institute (10th, Jeffersonville, Vermont, Just 25-August 2, 1979).

ED 199 833

Educationally Disadvantaged

RIPPS Student Selection Process. Monograph 8.

ED 199 684

United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education.

ED 200 686//

Victims of Myth: The Situation of Rural Youth in Britain.

ED 200 368

Effort

Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach.

ED 200 640

Egypt

Foreign News Agency Influences on a Developing Country Press (Egypt).

ED 199 734

Electrical Appliances

Energy Management Strategies for Home Economics Teachers.

ED 199 510

Electrical Occupations

Power Line Technician's Training. Instructional Units.

ED 199 460

Electrical Systems

Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System.

ED 199 488

Bilingual Skills Training Program. Auto Mechanics. Module 4.0: The Automotive Electrical System.

ED 199 490

Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope.

ED 199 492

Electricity

Energy Management Strategies for Home Economics Teachers.

ED 199 510

Power Line Technician's Training. Instructional Units.

ED 199 460

Electroencephalography

Electroencephalographic Assessment in Vocational Counselling. Special Report.

ED 199 385

Elementary Education

Coastal Awareness: A Resource Guide for Teachers in Elementary Science.

ED 200 453

Elementary School Self-Assessment Book. Preliminary Edition.

ED 199 835

Guidelines to Accompany the Elementary School Self-Assessment Book, 1979.

ED 199 834

Primary Schooling and Economic Development: A Review of the Evidence. World Bank Staff Working Paper No. 399.

ED 199 813

Vocabulary Development in the Classroom.

ED 200 310

Elementary School Mathematics

Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980.

ED 200 419

Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance.

ED 200 557

Finger Mathematics: A Method for All Children.

ED 200 422

Elementary School Science

Coastal Awareness: A Resource Guide for Teachers in Elementary Science.

ED 200 453

Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).

ED 200 445

Mosquitoes: A Resource Book for the Classroom.

ED 200 392

Pennsylvania's Energy Curriculum for the Primary Grades.

ED 200 407

Science Curriculum Guide, Grades K-6.

ED 200 401

A Solar Energy Curriculum for Elementary Schools, Kindergarten Through Grade Six. Field Test Copy.

ED 200 450

Emergency Programs

237

Teacher's Guide for Balloons and Gases.

ED 200 391

Teacher's Guide for Earthworms.

ED 200 393

Teacher's Guide for Senior Balancing.

ED 200 394

Elementary School Students

A Bilingual Model for the Teaching of Immigrant Children.

ED 200 325

Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980 Administration.

ED 200 332

Plausibility Versus Logical Necessity in Children's Verbal Reasoning.

ED 200 303

Elementary School Teachers

Intrinsic Rewards of Teaching.

ED 200 599

Investigations of the Diagnostic Reliability of Reading Specialists, Learning Disabilities Specialists, and Classroom Teachers: Results and Implications. Research Series No. 88.

ED 199 639

Elementary Science Study

Mosquitoes: A Resource Book for the Classroom.

ED 200 392

Teacher's Guide for Balloons and Gases.

ED 200 391

Teacher's Guide for Earthworms.

ED 200 393

Teacher's Guide for Senior Balancing.

ED 200 394

Elementary Secondary Education

Private School Data: Issues of Policy and Procedure. The Federal Perspective.

ED 200 388

Say It With More Than Words.

ED 199 597

Teaching Media Skills: Selected Sources. Bibliographic Series No. 87.

ED 200 213

Using Developmental Loss Workshops in the Classroom.

ED 199 593

Elementary Secondary Education Act Title I

Impact of a Process Evaluation on an Urban School System's Policies and Practices.

ED 200 642

On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education.

ED 200 658

United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education.

ED 200 686//

Elementary Secondary Education Act Title IV

An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting.

ED 200 626

Eligibility

A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development.

ED 199 964

Entering Higher Education in the United States: A Guide for Students from Other Countries. Revised Edition, 1981.

ED 200 111

Emergency Programs

Contingency Planning. Technical Assistance Bulletin 35.

ED 199 880

School Emergency Planning Guide.

ED 199 888

School Safety Handbook. A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23.

ED 199 806//

Emerging Occupations

New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.

ED 199 526

Emotional Adjustment

The Aged and Aging Developmentally Disabled: An Exploration Into Issues and Possibilities.

ED 199 589

Life Events and Two-Year Outcome in Schizophrenia.

ED 199 596

Emotional Disturbances

Childhood Depression and Hyperactivity.

ED 199 958

Empathy

Empathy and Assertive Communication.

ED 199 793

Employed Women

The Evolution of Roles and Aspirations: Burgeoning Choices for Females.

ED 200 110

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

ED 200 098

Sex-Composition of Occupation and the Determinants of Women's Earnings.

ED 199 562

Women in Higher Education Administration: Status and Strategies.

ED 200 120

Employee Attitudes

Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.

ED 199 441

Employee Responsibility

A Manual for Youth in SYEP.

ED 199 557

Employer Attitudes

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.

ED 199 474

Leadership Expectancy.

ED 199 837

Employer Employee Relationship

Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick?

ED 199 773

Effects of Collective Bargaining on Teacher-Board Relationship.

ED 199 922

Leadership Expectancy.

ED 199 837

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.

ED 199 424

Employers

Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education.

ED 199 467

Employment

Expanding Opportunities: Vocational Education for the Handicapped.

ED 199 949

Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers.

ED 200 359

Employment Level

Employment and Ethnicity.

ED 200 683//

Job Hunting Behaviors and Employment Status of Recent College Graduates.

ED 200 104

Employment Opportunities

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.

ED 199 474

Employment Survey 1979. AIP Report.

ED 200 071

Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II—Home Economics.

ED 200 089

Missed the Bus?

ED 200 370

Placement of Engineering and Technology Graduates, 1980.

ED 200 070

Tenure Practices in Universities and 4-Year Colleges Affect Faculty Turnover.

ED 200 126

Victims of Myth: The Situation of Rural Youth in Britain.

ED 200 368

Employment Patterns

Employment Attributes of Recent Science and Engineering Graduates. Special Report.

ED 200 123

Health Occupations in Illinois: Executive Summary.

ED 199 508

National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23.

ED 200 443

Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.

ED 200 259

Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey.

ED 200 543

The Unemployment Numbers Is the Message. Occasional Paper No. 38.

ED 199 432

Employment Potential

Equitunity in Vocational Education Administration: A Handbook for Women.

ED 199 547

Helping the Displaced Homemaker: One Day at a Time.

ED 199 609

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80).

ED 199 530

Peer Group Counseling 1980-81.

ED 199 586

The Teaching of Employability Skills: Who's Responsible?

ED 199 429

Why Go to College? (Freshmen Assess the Value of a College Degree).

ED 200 122

Employment Practices

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.

ED 199 474

Evaluation of Educational Personnel. A Report of the Massachusetts Board of Education Study Committee. And Supplement.

ED 199 846

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.

ED 199 424

Sex-Composition of Occupation and the Determinants of Women's Earnings.

ED 199 562

Employment Programs

Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2.

ED 199 396

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

ED 199 430

Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980.

ED 199 457

Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.

ED 199 397

Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition.

ED 199 480

Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act.

ED 199 377

Path Analysis of Variables Associated with CETA Training Program.

ED 199 436

The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1.

ED 199 395

Private Sector Training of the Economically Disadvantaged: Key Elements of Success.

ED 199 477

Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.

ED 199 440

Employment Projections

New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.

ED 199 526

Employment Qualifications

A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination.

ED 199 843

Handbook of Employment Skills for Displaced Homemakers.

ED 199 516

National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23.

ED 200 443

Employment Statistics

The Unemployment Numbers Is the Message. Occasional Paper No. 38.

ED 199 432

Endocrine System

Bilingual Skills Training Program. Barbering/Cosmetology. Module 7.0: Endocrine System.

ED 199 504

Energy

Citizen Education on Nuclear Technology (CENT).

ED 200 396

Citizen Education on Nuclear Technology (CENT). Teacher's Guide.

ED 200 397

Conservation of Energy: Idea and Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Eight.

ED 200 424

Energy & Conservation Glossary. Third Edition.

ED 200 420

Energy Education Materials Bibliography, K-12. 1980. Second Edition.

ED 200 423

Energy: Factors Influencing Vocational Education Policy. Information Series No. 220.

ED 199 443

Energy Management Technician Curriculum Development. Final Report.

ED 199 462

Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).

ED 200 445

Pennsylvania's Energy Curriculum for the Primary Grades.

ED 200 407

Pennsylvania's Energy Curriculum for the Secondary Grades: Biological Science.

ED 200 409

Pennsylvania's Energy Curriculum for the Secondary Grades: Earth Science.

ED 200 410

Pennsylvania's Energy Curriculum for the Secondary Grades: English.

ED 200 411

Subject Index

- Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics. ED 200 412
- Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts. ED 200 413
- Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module. ED 200 408
- Pennsylvania's Energy Curriculum for the Secondary Grades: Social Studies. ED 200 414
- A Solar Energy Curriculum for Elementary Schools, Kindergarten Through Grade Six. Field Test Copy. ED 200 450
- Energy Conservation**
- Conservation of Energy: Idea and Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Eight. ED 200 424
- District-Level Plan for Conservation. Energy Conservation Guidelines 1. ED 199 838
- Energy Conservation in School Facilities. Energy Conservation Guidelines 2. ED 199 839
- Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4. ED 199 841
- Energy Conservation in the School Curriculum. Energy Conservation Guidelines 3. ED 199 840
- Energy Management Strategies for Home Economics Teachers. ED 199 510
- Energy Management Technician Curriculum Development. Final Report. ED 199 462
- Financial Energy Conservation Projects at Independent Colleges and Universities. ED 200 153
- Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics. ED 200 412
- Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report. ED 199 386
- Energy Consumption**
- Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics. ED 200 412
- Energy Management**
- Energy Management Technician Curriculum Development. Final Report. ED 199 462
- Energy Occupations**
- Energy Management Technician Curriculum Development. Final Report. ED 199 462
- Engineering**
- Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College. ED 200 127
- Employment Attributes of Recent Science and Engineering Graduates. Special Report. ED 200 123
- Placement of Engineering and Technology Graduates, 1980. ED 200 070
- Technical Writing: Past, Present, and Future. ED 199 733
- Tenure Practices in Universities and 4-Year Colleges Affect Faculty Turnover. ED 200 126
- Engineering Education**
- An Experimental Engineering Technology Career Program for Disadvantaged Minority Students. ED 200 395
- A Review of the IEE's Involvement in Academic Gaming. ED 200 230
- Technical Snobbery Versus Clear Communicat-ing. ED 199 722

Engineering Technology

- Placement of Engineering and Technology Graduates, 1980. ED 200 070
- Program in Science, Technology, and Society. ED 200 090

Engines

- Bilingual Skills Training Program. Auto Mechan-ics. Module 2.0: Ignition System. ED 199 488
- Bilingual Skills Training Program. Auto Mechan-ics. Module 3.0: The Automotive Fuel System. ED 199 489
- Bilingual Skills Training Program. Auto Mechan-ics. Module 4.0: The Automotive Electrical Sys-tem. ED 199 490

England

- Foreign Languages in Education. NCLE Papers and Reports 1. ED 200 033
- Missed the Bus? ED 200 370
- The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2. ED 200 034
- Until the Fire and the Rose Are One. ED 200 369

English

- Papers in Discourse and Contrastive Discourse Analysis. Jyväskylä Contrastive Studies, 5. Re-ports from the Department of English, University of Jyväskylä, No 6. ED 200 064

English (Second Language)

- Bibliography of Bilingual Materials for Career/-Vocational Education. A List of BESC Library Holdings. ED 199 559
- Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980. ED 200 695
- Bilingual Program Project SELL. Final Report. ED 200 698
- C.S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report, 1979-80. ED 200 694
- District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980. ED 200 696
- ESEA Title VII Chinese Bilingual Program. Community School District One. Final Evaluation Re-port, 1979-1980. ED 200 697
- Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Re-port, 1979-80. ED 200 705
- Instant Interaction for Entry-Level ESL Students. ED 200 058
- A Language Skills Orientation Program for Fo-reign Teaching Assistants and Graduate Students. ED 199 994
- Le Golf, El Golf, and Le Baseball. ED 200 045
- Mainstreaming the EFL Student into the Ameri-can College or University. ED 200 023
- Mele-Maat: First Year Evaluation of a British Pri-mary School in the New Hebrides. ED 200 318
- New York City Russian Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980. ED 200 704
- Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing. ED 200 060
- Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review. ED 200 059
- Project BETA. Community School Board District 6, Manhattan. Evaluation Report, 1979-80. ED 200 701
- Teaching Writing Skills: Focus on the Process. ED 200 044

English Teacher Education

239

- TEFL/TESL Newsletter, Volume 2, Number 2. ED 199 997
- TEFL/TESL Newsletter, Volume 2, Number 3. ED 199 998
- TEFL/TESL Newsletter, Volume 2, Number 4. ED 199 999
- TEFL/TESL Newsletter, Volume 3, Number 1. ED 200 000
- TEFL/TESL Newsletter, Volume 3, Number 2. ED 200 001
- TEFL/TESL Newsletter, Volume 3, Number 3. ED 200 002
- TEFL/TESL Newsletter, Volume 3, Number 4. ED 200 003
- TEFL/TESL Newsletter, Volume 4, Number 1. ED 200 004
- Telephone Gambits. A Module for Teaching Tele-phone English to Second Language Learners. ED 200 042
- TESL Reporter, Vol. 5, Nos. 2 and 4. ED 200 036
- TESL Reporter, Vol. 6, No. 3. ED 200 041
- Title VII Bilingual Bicultural Program. Com-munity School District 5. Evaluation Report, 1979-1980. ED 200 702
- UCLA Graduate Theses in English as a Second Language, 1969-1978. ED 200 055
- A Vitalized Transitional Program for Bilingual High School Students, George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980. ED 200 703
- English Curriculum**
- Comprehensive Writing Programs. ED 200 172
- Education in the 80's: English. ED 199 762
- Integrating Writing Into the Elementary Lan-guage Arts Curriculum: Let's Put Writing In Its Place. ED 199 744
- Pennsylvania's Energy Curriculum for the Se-condary Grades: English. ED 200 411
- Sabbatical Report: A Study of College Freshman English Courses. ED 199 712
- Sequencing and Branching: Implications for The-ory and Practice. ED 199 708
- English Departments**
- Directing Freshman English: The Roles of Ad-ministration in Freshman English Programs. ED 199 711
- English Instruction**
- Education in the 80's: English. ED 199 762
- Fairy Tales of the Sea [and] A Guide for Teachers. ED 200 418
- Focus on Literature. ED 199 714
- Pennsylvania's Energy Curriculum for the Se-condary Grades: English. ED 200 411
- Reading and Literature: American Achievement in International Perspective. ED 199 741
- Usage: Or Back to Basics: An Old Saw Reshar-pened. ED 199 736
- What Do You Expect, We're All Crooks. ED 199 702
- English Speaking**
- Project BETA. Community School Board District 6, Manhattan. Evaluation Report, 1979-80. ED 200 701
- English Teacher Education**
- Education in the 80's: English. ED 199 762
- Teaching Graduate Students to Teach Composi-tion: The University of Tennessee. ED 199 730
- The Tutor-Trained Teacher: The Role of the Writ-ing Center in Teacher Education. ED 199 739

Enrichment Activities

An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions.

ED 200 316

Comprehensive Treatment of Runaway Children and Their Parents.

ED 199 581

Enrollment

Child Care Centers Sponsored by Employers and Labor Unions in the United States.

ED 200 331

Enrollment Influences

The Status of Native American Women in Higher Education.

ED 200 364

Enrollment Projections

A Comparison of Four Survival Ratio Models for Forecasting School Enrollment.

ED 199 844

A Consultant Study of the Singapore American School Facilities.

ED 199 921

Pupil Population Projections: Essential Tools for Educational Planners.

ED 199 895

Enrollment Trends

Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System.

ED 200 687

College-Going Rates in California. 1979 Update (A Summary).

ED 200 141

A Comparison of Four Survival Ratio Models for Forecasting School Enrollment.

ED 199 844

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80.

ED 200 262

Enrollment in Higher Education. A Trend Analysis (1961-75).

ED 200 144

Maryland Statewide Plan for Postsecondary Education. Second Annual Review.

ED 200 105

Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978. Final Report.

ED 200 012

Entrepreneurs

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1.

ED 199 409

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2.

ED 199 410

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.

ED 199 411

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1.

ED 199 412

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2.

ED 199 413

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3.

ED 199 414

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.

ED 199 415

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5.

ED 199 416

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6.

ED 199 417

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7.

ED 199 418

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.

ED 199 419

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2.

ED 199 420

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

ED 199 421

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.

ED 199 422

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.

ED 199 423

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.

ED 199 424

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.

ED 199 425

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.

ED 199 426

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

ED 199 427

Entrepreneurship

Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

ED 199 444

Entry Workers

Adaptation to Work: An Exploration of Processes and Outcomes.

ED 199 428

Environment

The Environmental Communication Ecosystem: A Situation Report.

ED 200 451

A Search for Environmental Ethics: An Initial Bibliography.

ED 200 442//

Environmental Education

Conservation of Energy: Idea and Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Eight.

ED 200 424

Energy & Conservation Glossary. Third Edition.

ED 200 420

Energy Education Materials Bibliography, K-12.

ED 200 423

The Environmental Communication Ecosystem: A Situation Report.

ED 200 451

Human Beings and Their Environment. Final Evaluation Report.

ED 200 398

Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).

ED 200 445

Pennsylvania's Energy Curriculum for the Primary Grades.

ED 200 407

Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module.

ED 200 408

Pennsylvania's Energy Curriculum for the Secondary Grades: Social Studies.

ED 200 414

A Solar Energy Curriculum for Elementary Schools, Kindergarten Through Grade Six. Field Test Copy.

ED 200 450

Environmental Health

Occupational and Environmental Health: A Resource Guide for Health Science Students.

ED 199 449

Environmental Influences

Classroom Environment as a Moderator of the IQ: School Performance Relationship.

ED 199 583

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook.

ED 199 853

Medical Handbook for Pilots.

ED 200 433

On Coping and Change. The Catherine Molony Memorial Lecture (City College, New York, New York, April 26, 1980).

ED 200 667

Person-Environment Congruence in Residences for the Elderly.

ED 199 575

Teenage Smoking: Immediate and Long-Term Patterns.

ED 199 628

The Use of "Rest" (Restricted Environmental Stimulation Therapy) as a Therapeutic Treatment Model for the Autistic Child: A Pilot Study.

ED 199 943

Environmental Standards

Environmental Control for Regional Library Facilities. RR-80-3.

ED 200 222

Equal Education

AACTE State Associations and Public Law 94-142.

ED 200 583

A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education.

ED 200 163

Design for Equity: Women and Leadership in Higher Education.

ED 200 124

Florida Public Occupational Education Admission Standards and Practices Study.

ED 199 437

In the Matter of the Board of Education of the City of Trenton, Mercer County. Commissioner of Education Decision.

ED 200 670

On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education.

ED 200 658

A Parent Guide to Title IX.

ED 200 673

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.

ED 199 482

Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note.

ED 199 450

Subject Index

Equal Opportunities (Jobs)

A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education.

ED 200 163

Design for Equity: Women and Leadership in Higher Education.

ED 200 124

Employment and Ethnicity.

ED 200 683//

Equitunity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education.

ED 199 548

Equitunity in Vocational Education Administration: A Handbook for Women.

ED 199 547

Meeting the Needs of the Handicapped Student Teacher.

ED 200 582

Women in Higher Education Administration: Status and Strategies.

ED 200 120

Equal Protection

The Protection of Journalists. New Communication Order 4.

ED 199 696

Race Relations in Britain.

ED 200 655

Equated Scores

An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2.

ED 200 646

Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1.

ED 200 645

Equipment

Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment.

ED 199 494

Equipment Utilization

Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety.

ED 199 484

Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment.

ED 199 494

Equity (Education)

Implementing Guidelines. Illinois Law Providing for Sex Equity in Education (Sections 24-4, 24-7, 27-1 of The School Code of Illinois).

ED 199 926

ERIC

Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.

ED 200 586

Error Analysis (Language)

Defining the Basic Writing Student by Count.

ED 199 725

Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing.

ED 200 060

Sentence Combining and Error Reduction.

ED 199 694

Error Patterns

The Teacher's Attitude toward the Student's Output in the Second Language Classroom.

ED 200 056

Ethical Instruction

Character Education Curriculum [and] Achievement Skills: Guidelines for Personal Success, Level I Junior High, Ages 11-14, Course Description [and] Level II, High School, Ages 15-18, Course Description.

ED 200 463

Ethics

A Search for Environmental Ethics: An Initial Bibliography.

ED 200 442//

Ethnic Bias

The Communications Media and Southern and Eastern European Ethnic Groups.

ED 200 684//

Final Report of Sub-Committee on Race Relations.

ED 200 650

Intergovernmental Relations and Ethnicity.

ED 200 685//

Ethnic Discrimination

Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges. A Consultation Sponsored by the United States Commission on Civil Rights, Chicago, Illinois, December 3, 1979.

ED 200 676

Employment and Ethnicity.

ED 200 683//

Ethnic Distribution

College-Going Rates in California. 1979 Update (A Summary).

ED 200 141

Nursing Education in Alabama: Supply and Demand, Quality of Programs and Minority Representation.

ED 200 131

Ethnic Groups

Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges. A Consultation Sponsored by the United States Commission on Civil Rights, Chicago, Illinois, December 3, 1979.

ED 200 676

The Communications Media and Southern and Eastern European Ethnic Groups.

ED 200 684//

Employment and Ethnicity.

ED 200 682//

Ethnicity and Social Services: Some Policy Perspectives.

ED 200 680//

Euro-Ethnic Families and Housing in Urban America.

ED 200 679//

Euro-Ethnic Women: Some Observations.

ED 200 681//

With Roots Entwined: Intergroup Relations in Urban Ethnic America.

ED 200 677//

Ethnic Relations

Short-Term Effects of Human Relations Training (HR-17): A Pre Post Comparison Group Evaluation Study.

ED 200 664

Ethnic Stereotypes

The Communications Media and Southern and Eastern European Ethnic Groups.

ED 200 684//

Employment and Ethnicity.

ED 200 683//

Ideas, Creencias, Actitudes. Primer Modulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes. First Module of a Series for Elementary Teachers).

ED 200 688

Ethnic Studies

Community-Based Ethnic Heritage Studies Program. Final Report.

ED 200 483

Short-Term Effects of Human Relations Training (HR-17): A Pre Post Comparison Group Evaluation Study.

ED 200 664

The Study of Ethnic Groups.

ED 200 091

Ethnicity

Black-White Differences in Responses to California Psychological Inventory Items.

ED 199 601

Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges. A Consultation Sponsored by the United States Commission on Civil Rights, Chicago, Illinois, December 3, 1979.

ED 200 676

Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.

ED 200 354

New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons.

ED 200 351

Evaluation Criteria

241

Psycho-Social Influences on the Accomplishments of Mexican-American Students.

ED 200 355

Ethnography

The Ethnography of Schooling: Implications for Educational Policy-Making.

ED 199 809

Etiology

Theories of the Alcoholic Personality.

ED 199 579

Euro Americans

Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges. A Consultation Sponsored by the United States Commission on Civil Rights, Chicago, Illinois, December 3, 1979.

ED 200 676

Euro-Ethnic Families and Housing in Urban America.

ED 200 679//

Euro-Ethnic Women: Some Observations.

ED 200 681//

With Roots Entwined: Intergroup Relations in Urban Ethnic America.

ED 200 677//

Europe

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.

ED 200 164

Europe (West)

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.

ED 200 079

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.

ED 200 078

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report.

ED 200 165

Evaluation

Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.

ED 200 449

University of Cincinnati, Central Library, Computerized Bibliographic Retrieval Services: Evaluative Report, July 1979-August 1980.

ED 200 253

Evaluation Criteria

Applying Professional Evaluation Standards to Forensics Directors.

ED 199 779

Basic Publication Fundamentals.

ED 199 747

Centres of Excellence in British Universities.

ED 200 076

Effects of Outcome Knowledge and Content on Supervisors' Judgments.

ED 199 607

Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980.

ED 199 457

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980.

ED 200 093

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report, October 1, 1979-December 31, 1980.

ED 200 092

Instructional Television: Potentials or Problems.

ED 200 229

International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs.

ED 200 489

Program Review's Missing Member: A Consideration of Quality and Its Assessment.

ED 200 108

Writers as Readers.

ED 199 701

Evaluation Methods

Evaluation of Educational Personnel. A Report of the Massachusetts Board of Education Study Committee. And Supplement.

ED 199 846

Evaluation of Videotaped and Live Theatre Auditions.

ED 200 610

Integral Elements of an Effective Mathematics Program.

ED 200 415

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume II: Introduction, Methodology, and Instrumentation. Final Report.

ED 199 971

Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I.

ED 200 306

Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations.

ED 200 573

Program Evaluation in Vocational Rehabilitation: Observations, No. 2.

ED 199 458

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy.

ED 200 130

School Climate Assessment Programs. Technical Assistance Bulletin 38.

ED 199 883

Self-Concept, Self-Esteem and Deafness: Research Problems and Findings.

ED 199 603

Teacher Assessment of Supervisory Evaluations.

ED 200 514

Training in Evaluation Research: The Perspective From a Department of Psychology.

ED 199 578

Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187.

ED 199 431

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.

ED 200 348

Evaluators

Evaluation of Educational Personnel. A Report of the Massachusetts Board of Education Study Committee. And Supplement.

ED 199 846

Training in Evaluation Research: The Perspective From a Department of Psychology.

ED 199 578

Evening Students

LACC Student Survey-Fall 1980. Research Study Number 81-5.

ED 200 294

Evidence

Infants' Perception of Visual Movement: A Review and Theoretical Analysis.

ED 200 321

Exceptional Persons

If You Teach Phonics, These 7 Suggestions Could Help.

ED 199 669

The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach.

ED 200 425//

Excretory System

Bilingual Skills Training Program. Barbering-/Cosmetology. Module 8.0: Excretory System.

ED 199 505

Expectation

Leadership Expectancy.

ED 199 837

Readers' Reactions to Temporal Disruption in Stories.

ED 199 636

Teacher Race and Expectations for Student Achievement.

ED 200 659

Verbal Behavior as Mediations of Teacher Expectation Effects.

ED 199 613

Writing in the Academic Community.

ED 199 752

Expenditure Per Student

University Finance: A Statistical Profile.

ED 200 148

Expenditures

Allocation of Resources to Computer Support in Two-Year Colleges.

ED 200 280

Uses of State Administered Federal Education Funds. Fiscal Years 1977 and 1978 (Under Section 437, General Education Provisions Act). Fourth Annual Report of the U.S. Commissioner of Education to the Senate Committee on Labor and Human Resources [and] House Committee on Education and Labor.

ED 199 890

Experience Based Career Education

Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education.

ED 199 466

Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education.

ED 199 467

Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.

ED 199 509

Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education.

ED 199 464

Program Evaluation. Handbooks for Experience-Based Career Education.

ED 199 465

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979.

ED 199 393

Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education.

ED 199 468

Experiential Learning

Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education.

ED 199 466

Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education.

ED 199 467

Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.

ED 199 509

Goshen College. Study-Service Trimester Program. A Concise Summary.

ED 200 542

Integrating Clinical Experiences Throughout the Preservice Curriculum.

ED 200 568

Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper.

ED 200 231

Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980.

ED 200 387

Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education.

ED 199 464

Program Evaluation. Handbooks for Experience-Based Career Education.

ED 199 465

Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education.

ED 199 468

Experimental Colleges

The Free University: A Model for Lifelong Learning.

ED 200 166//

Experimental Curriculum

The Free University: A Model for Lifelong Learning.

ED 200 166//

Experimenter Characteristics

On the Conduct of Site Relations in Educational Research.

ED 199 916

Expository Text

A Knowledge-Based Model of Prose Comprehension: Applications to Expository Texts.

ED 199 673

On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.

ED 199 666

Expository Writing

Creating a Mini Book Review Journal.

ED 200 536

A Critique of Readers as Models for Composition.

ED 199 727

Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.

ED 200 586

Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning".

ED 199 732

The Use of Prose Models in Teaching Composition.

ED 199 715

Expressive Language

Spoken Language and the Development of Writing Abilities.

ED 199 729

Extension Education

Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report. July 1, 1976 through June 30, 1979.

ED 199 951

The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences.

ED 200 084

Extracurricular Activities

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.

ED 199 482

Eye Movements

Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.

ED 199 664

Eye Movement Instrumentation for Reading Research.

ED 200 622

Eye Movements Reveal Components of Flexible Reading Strategies.

ED 199 648

Facility Expansion

A Consultant Study of the Singapore American School Facilities.

ED 199 921

Facility Planning

A Consultant Study of the Singapore American School Facilities.

ED 199 921

Facility Requirements

A Consultant Study of the Singapore American School Facilities.

ED 199 921

Subject Index

A National Student Competition on Adaptive Re-use: A Shelter Care Facility.

ED 199 624

Facility Utilization Research

A Consultant Study of the Singapore American School Facilities.

ED 199 921

Factor Structure

A Validity Investigation of the Achievement Anxiety Test.

ED 200 636

Faculty

Psychosocial Environments of Black Colleges: A Theory-Based Assessment.

ED 200 660

Faculty Activity Analysis

Applied Communication: Use of Speech Communication Faculty Expertise in University Administration.

ED 199 796

Faculty Advisers

Applying Professional Evaluation Standards to Forensics Directors.

ED 199 779

Meeting Student's Needs: A Promising Innovation.

ED 200 558

The New Adviser. Updated Second Edition.

ED 199 748

Team Approach to Field Based Preservice Teacher Education.

ED 200 556

Faculty College Relationship

Applied Communication: Use of Speech Communication Faculty Expertise in University Administration.

ED 199 796

Collective Bargaining in Higher Education Systems: A Study of Four States.

ED 200 183

Faculty Development

Changing Teacher Behavior: A Challenge for the 1980's.

ED 200 596

Creating Change.

ED 199 567

Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.

ED 200 119

An Investigation of Staff Development Programs Addressing the Problem of Staff Non-Productivity in the Classroom.

ED 200 258

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979.

ED 200 132

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979.

ED 200 133

Staff Development: A Humanized Approach.

ED 200 550

Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability.

ED 200 182

Faculty Evaluation

Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.

ED 200 119

Faculty Integration

Final Report of Sub-Committee on Race Relations.

ED 200 650

Faculty Mobility

Public School Educators in Minnesota. Final Report.

ED 199 917

Faculty Workload

Faculty Workload: Full-Time Faculty Lecture Hour Workload in the Contiguous Forty-Eight States. Management Report, Series No. 24.

ED 200 291

Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.

ED 200 175

Failure

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.

ED 199 411

The Reformulated Model of Learned Helplessness: An Empirical Test.

ED 199 591

Falwell (Jerry)

Forty Targets of the Textbook Protesters.

ED 199 716

Family (Sociological Unit)

National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980).

ED 199 402

A Study of How Restrictive Rental Practices Affect Families with Children.

ED 200 328

Family Characteristics

Factors Influencing the Vocational Aspirations of Victorian Year 9 Students.

ED 199 447

Parent Imprisonment and Child Socialization Research Project. Executive Summary.

ED 200 319

Parent Imprisonment and Child Socialization Research Project. Final Report.

ED 200 308

Family Counseling

Comprehensive Treatment of Runaway Children and Their Parents.

ED 199 581

A Conceptual Model of Integrated Child and Family Therapy.

ED 199 577

Socialization and Family Violence.

ED 199 615

Family Day Care

Focus on Childminders: A Profile of the First Bunbury Drop-In Centres.

ED 200 302

Family Environment

Kindergarten-How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook.

ED 199 678

Living Conditions of Some Basic School Children: Pointers to Disadvantage.

ED 200 313

Minor Anomalies and Behavior in Different Home Environments.

ED 200 335

Family Income

Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo.

ED 199 448

Family Influence

The Rape Victim and Her Social Support System.

ED 199 582

The Reasons Why Farm Children Drop Out of School.

ED 200 380

Teenage Smoking: Immediate and Long-Term Patterns.

ED 199 628

Family Life

Family Life and Child Development: A Selective, Annotated Bibliography Cumulative Through June 1979.

ED 200 301

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume I: Literature in Retrospect.

ED 200 312

Federal Aid

243

National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980).

ED 199 402

Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers.

ED 200 359

Family Planning

Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.

ED 200 653

Family Problems

National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980).

ED 199 402

Parent Imprisonment and Child Socialization Research Project. Executive Summary.

ED 200 319

Parent Imprisonment and Child Socialization Research Project. Final Report.

ED 200 308

A Study of How Restrictive Rental Practices Affect Families with Children.

ED 200 328

Family Programs

National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980).

ED 199 402

Family Role

Support from Family and Friends: What Helps the Widow?

ED 199 584

The Teaching of Employability Skills: Who's Responsible?

ED 199 429

Farm Management

Kansas Farm and Ranch Management Project.

ED 199 475

Farmers

The Temporal Context of Adoption.

ED 200 486

Fatherless Family

Fathering: The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development.

ED 200 317

Fathers

Fathering: The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development.

ED 200 317

Feasibility Studies

Job Sharing Pilot Project in the Department of Education: Final Evaluation. A Report to the Legislature of the State of Hawaii. No. 81-10.

ED 199 531

Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont.

ED 199 382

Structured Interview Methodology for Collecting Training Feedback Information.

ED 199 537

Federal Aid

Adoption Assistance and Child Welfare Act of 1980. Public Law 96-272, Ninety-Sixth Congress, H.R. 3434.

ED 200 309

Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1978.

ED 200 353

The Development of a State Distribution System for Federal Vocational Education Funds.

ED 199 566

Federal Involvement in Libraries. The Federal Role in the Federal System: The Dynamics of Growth. Commission Report A-84.

ED 200 217

Grant Administration Manual for Title III Coordinators.

ED 200 072
Hearing on the Rehabilitation, Education, and Training Programs Administered by the Veterans' Administration-Nashville, Tenn. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs. House of Representatives. Ninety-Sixth Congress, Second Session (September 26, 1980).

ED 199 532
A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980.

ED 200 176
A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980.

ED 200 177
School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39.

ED 199 884
Study of Title II of PL 93-638.

ED 200 376
Uses of State Administered Federal Education Funds. Fiscal Years 1977 and 1978 (Under Section 437, General Education Provisions Act). Fourth Annual Report of the U.S. Commissioner of Education to the Senate Committee on Labor and Human Resources [and] House Committee on Education and Labor.

ED 199 890
Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.

ED 199 440
Federal Bureau of Investigation
The FBI Crime Resistance Program. Technical Assistance Bulletin 24.

ED 199 871
Federal Government
Defense Technical Information Center Referral Data Bank Directory.

ED 200 256
Federal R&D Obligations Will Show Real Growth in 1981 - Mostly From DOD Programs. Science Resources Studies Highlights, December 31, 1980.

ED 200 406
The Government and Information: Costs, Choices and Challenges.

ED 200 251
Intergovernmental Relations and Ethnicity.

ED 200 685//
Federal Indian Relationship
Analysis of Key Federal Legislation Affecting Vocational Education for Indians.

ED 199 390
Federal Legislation
Adoption Assistance and Child Welfare Act of 1980. Public Law 96-272, Ninety-Sixth Congress, H.R. 3434.

ED 200 309
Analysis of Key Federal Legislation Affecting Vocational Education for Indians.

ED 199 390
Energy: Factors Influencing Vocational Education Policy. Information Series No. 220.

ED 199 443
Higher Education. Conference Report: To Accompany H.R. 5192. House of Representatives, Ninety-Sixth Congress, Second Session.

ED 200 102
Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume I.

ED 199 549
Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II.

ED 199 550
Mainstreaming in Business Education. Monograph 135.

ED 199 438
National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act.

ED 200 385
Oversight of Public Law 94-142-The Education for All Handicapped Children Act, Part I. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor,

House of Representatives, Ninety-Sixth Congress, First Session (September 27, October 9, 11, 16, and 24, 1979).

ED 199 984
Oversight on Education for All Handicapped Children Act, 1979. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Session on Oversight on Public Law 94-142. Education of All Handicapped Children Act (July 19, 26, and 31; October 1, 3, and 10, 1979).

ED 199 965
Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency.

ED 199 963
Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute.

ED 199 831
Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?

ED 200 097
Federal Programs
Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2.

ED 199 396
Analysis of Key Federal Legislation Affecting Vocational Education for Indians.

ED 199 390
Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.

ED 199 397
In Defense of PSE: An Opportunity Missed.

ED 199 400
Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980.

ED 200 387
The National Diffusion Network; A Network Assisting Schools to Adopt Exemplary Programs.

ED 200 639
Oversight on Programs for the Deaf and Hearing Impaired, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on to Examine Current Problems and Programs of the Deaf and Hearing Impaired, and to Explore Future Technological Developments Designed to Handle Their Problems.

ED 199 966
Path Analysis of Variables Associated with CETA Training Program.

ED 199 436
The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1.

ED 199 395
Study of Title II of PL 93-638.

ED 200 376
Uses of State Administered Federal Education Funds. Fiscal Years 1977 and 1978 (Under Section 437, General Education Provisions Act). Fourth Annual Report of the U.S. Commissioner of Education to the Senate Committee on Labor and Human Resources [and] House Committee on Education and Labor.

ED 199 890
Federal Regulation
Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy.

ED 199 906
PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.

ED 199 415
Toward a Theory of the First Amendment Rights of Children.

ED 199 767
Welcome to Federal U., Campus No. 1037: Regulation and Academic Freedom.

ED 200 149

Federal State Relationship

Federal Involvement in Libraries. The Federal Role in the Federal System: The Dynamics of Growth. Commission Report A-84.

ED 200 217
Uses of State Administered Federal Education Funds. Fiscal Years 1977 and 1978 (Under Section 437, General Education Provisions Act). Fourth Annual Report of the U.S. Commissioner of Education to the Senate Committee on Labor and Human Resources [and] House Committee on Education and Labor.

ED 199 890

Feedback

Structured Interview Methodology for Collecting Training Feedback Information.

ED 199 537
Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.

ED 200 647

Fees

Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3.

ED 200 086

Females

Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.

ED 200 653
Auxilio, Socorro! Salve! Los Esteriorios de la Mujer en la Television. Octavo Modulo de una Serie para Maestros de Escuela Elemental. Fara Usar con la Grabacion (Help! Help! Save me! Sexual Stereotyping of Women. Eighth Module of a Series for Elementary School Teachers. Audiotape Transcriptions).

ED 200 692
Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.

ED 199 580
The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication.

ED 200 052
Counseling Women Course: A Course Description.

ED 199 614
Design for Equity: Women and Leadership in Higher Education.

ED 200 124
Dona Ana No Esta Aqui. Sexto Modulo de una Serie para Maestros de Escuela Elemental (Dona Ana Isn't Here. Sixth Module of a Series for Elementary School Teachers).

ED 200 691
An Educational Research Framework Applied to a Secondary School in Japan.

ED 200 467
Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

ED 199 444
Equitunity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education.

ED 199 548
Equitunity in Vocational Education Administration: A Handbook for Women.

ED 199 547
Euro-Ethnic Women: Some Observations.

ED 200 681//
The Evolution of Roles and Aspirations: Burgeoning Choices for Females.

ED 200 110
Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research.

ED 199 536
Helping the Displaced Homemaker: One Day at a Time.

ED 199 609
Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.

ED 199 401
Managerial Styles in Academe: Do Men and Women Differ?

ED 199 794

Subject Index

- Older Women and Education. ED 199 576
- On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services]. ED 200 098
- Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet. ED 200 361
- Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet. ED 200 360
- Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet. ED 200 363
- Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet. ED 200 362
- Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area. ED 200 356
- The Rape Victim and Her Social Support System. ED 199 582
- The Status of Native American Women in Higher Education. ED 200 364
- Support from Family and Friends: What Helps the Widow? ED 199 584
- They Chose Greatness: Women Who Shaped America and the World. ED 200 674
- Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination? ED 200 097
- The "Unacknowledged" Rape Victim. ED 199 590
- Viva La Diferencia! Segundo Modulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers). ED 200 689
- Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds. ED 199 440
- Women in Higher Education Administration: Status and Strategies. ED 200 120
- Fiction**
- The Best of Children's Books, 1964-1978. ED 199 754
- Bibliography of Books for Children. ED 199 755
- Fiedler (F E)**
- A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness. ED 199 595
- Field Experience Programs**
- Excellence At a New Level for Teacher Education. ED 200 578
- An Exemplary Introductory Course For Secondary Education Majors. ED 200 540
- Integrating Clinical Experiences Throughout the Preservice Curriculum. ED 200 568
- Occupational and Environmental Health: A Resource Guide for Health Science Students. ED 199 449
- Practicum Experience: Its Impact on Schools. ED 200 555
- Preservice Field-Based Teacher Training in Special Education. ED 200 577
- Relations Between Early Field Experiences and Performance in Subsequent Coursework. ED 200 525
- Student Mini-Learning Exercise (SMiLE) Cards: Theory into Practice-Now! ED 199 588
- Support for Student Teacher Stress. ED 200 545

- Team Approach to Field Based Preservice Teacher Education. ED 200 556
- Field Instruction**
- Integrating Clinical Experiences Throughout the Preservice Curriculum. ED 200 568
- Field Interviews**
- Interview Schedule for Studying Some Basic Characteristics of Learning Projects. ED 199 398
- Field Tests**
- ISSOE: Managing Student Progress. Field Test. Phase 1, Final Report. ED 199 527
- PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980. ED 200 672
- Field Trips**
- An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions. ED 200 316
- Film Viewing**
- Film Attendance: Why College Students Chose to See Their Most Recent Film. ED 199 770
- Filmographies**
- Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26. ED 199 873
- Films**
- Film Attendance: Why College Students Chose to See Their Most Recent Film. ED 199 770
- Finance Reform**
- School Finance Policies and Practices. The 1980s: A Decade of Conflict. ED 199 927//
- Financial Distress Grants**
- A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980. ED 200 176
- A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980. ED 200 177
- Financial Needs**
- Futures Research: Financial Planning. Research Report. ED 199 894
- Financial Policy**
- Indexing Tuition and Fees to Cost of Education: Implications for State Policy. ED 200 085
- A Roundup of State and Local Tax Developments. Financing Higher Education. ED 200 101
- School Finance Policies and Practices. The 1980s: A Decade of Conflict. ED 199 927//
- Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3. ED 200 086
- Financial Support**
- Canadian Universities 1980 and Beyond. Enrolment, Structural Change and Finance. ED 200 066
- Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80. ED 200 262
- A Future of Lost Opportunities? Brief to the Ontario Council on University Affairs. ED 200 160
- The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79. ED 199 896
- In Defense of PSE: An Opportunity Missed. ED 199 400

Folk Culture

245

- PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6. ED 199 417
- Primary Schooling and Economic Development: A Review of the Evidence. World Bank Staff Working Paper No. 399. ED 199 813
- A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980. ED 200 176
- A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980. ED 200 177
- School Finance Policies and Practices. The 1980s: A Decade of Conflict. ED 199 927//
- School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39. ED 199 884
- United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education. ED 200 686//
- Finger Counting**
- Finger Mathematics: A Method for All Children. ED 200 422
- Finishing**
- Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair. ED 199 495
- Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding. ED 199 496
- Fire Protection**
- Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety. ED 199 487
- School Emergency Planning Guide. ED 199 888
- School Safety Handbook. A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23. ED 199 806//
- First Aid**
- School Emergency Planning Guide. ED 199 888
- Standard First Aid Training Course. Naval Education and Training Command Rate Training Manual. ED 200 434
- First Amendment**
- Toward a Theory of the First Amendment Rights of Children. ED 199 767
- Fiscal Capacity**
- A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980. ED 200 176
- A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980. ED 200 177
- Florida**
- Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System. ED 200 687
- Florida Interlibrary Loan Improvement Project. Final Report. ED 200 209
- Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980. ED 199 463
- Folk Culture**
- Aesthetic Patterning of Verbal Art and the Performance-Centered Text. ED 200 051
- Fairy Tales of the Sea [and] A Guide for Teachers. ED 200 418

Folklore de Mexico (Folklore of Mexico).

ED 200 350

A Hero Ain't Nothing But A Great Big Sandwich.

A Global Perspectives Experimental Unit.

ED 200 472

Followup Studies

An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation.

ED 199 771

1980 Graduates of the Block Project. A Follow-Up Study.

ED 200 532

Food Standards

Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes.

ED 199 483

Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products.

ED 199 485

Football

Forty-Eighth Annual Survey of Football Fatalities 1931-1979.

ED 200 567

A History of College Football.

ED 200 535

Foreign Countries

The Administration of the Institutions of Higher Education Act. (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976).

ED 200 115

A Bibliography on Refugees as It Appeared in UNHCR Newspaper No. 4, October-November, 1980. A Selection with Comments by Professor Barry Stein of Michigan State University, USA.

ED 200 671

A Case for Establishing a Teaching and Learning Service Unit at U.N.E.

ED 200 073

Differences in the Rates of Reading Problems in the United States and Japan: A Search for Causes.

ED 199 676

Education in the People's Republic of China. A Selective Annotated Bibliography of Materials Published in the English Language 1971-1976.

ED 200 487

Enrolment in Higher Education. A Trend Analysis (1961-75).

ED 200 144

Further and Higher Education in Denmark.

ED 200 116

A Future of Lost Opportunities? Brief to the Ontario Council on University Affairs.

ED 200 160

Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization.

ED 200 145

The Role of Literature in Reading Instruction: Cross-Cultural Views.

ED 199 692

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 13, No. 4, 1979. Period Covered October-December, 1979.

ED 200 507

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.

ED 200 079

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.

ED 200 078

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report.

ED 200 165

Foreign Policy

Assuring the Future: A Diplomat's Concerns.

ED 200 470

Foreign Students

Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.

ED 200 399

Entering Higher Education in the United States: A Guide for Students from Other Countries. Revised Edition, 1981.

ED 200 111

Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S.

ED 199 769

A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students.

ED 199 994

Students and Scholars from the People's Republic of China Currently in the United States. Survey Summary.

ED 200 080

Forensics

Applying Professional Evaluation Standards to Forensics Directors.

ED 199 779

Coaching for Individual Events.

ED 199 797

Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.

ED 199 768

Formal Operations

Adult Cognitive Development A La Piaget.

ED 199 472

Formative Evaluation

Evaluating Media Programs: District and School.

ED 200 228

Impact of a Process Evaluation on an Urban School System's Policies and Practices.

ED 200 642

Foster Family

Adoption Assistance and Child Welfare Act of 1980. Public Law 96-272, Ninety-Sixth Congress, H.R. 3434.

ED 200 309

Free Schools

The Free University: A Model for Lifelong Learning.

ED 200 166//

Free Writing

Creating Conditions for Learning: A Further Argument for Free Writing.

ED 199 719

Freedom of Speech

Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression.

ED 199 802

Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick?

ED 199 773

Litigation Costs and Self-Censorship.

ED 199 783

Toward a Theory of the First Amendment Rights of Children.

ED 199 767

French

French Language Program Guide.

ED 200 027

Le francais parle en situation minoritaire: Volume II (Spoken French in a Minority Situation).

ED 200 017

Le Golf, El Golf, and Le Baseball.

ED 200 045

Le monde francophone (The Francophone World).

ED 200 026

Les ecoles secondaires de langue francaise en Ontario: Dix ans apres (French Language Secondary Schools in Ontario: Ten Years Later).

ED 200 037

French Canadians

Le francais parle en situation minoritaire: Volume II (Spoken French in a Minority Situation).

ED 200 017

Les ecoles secondaires de langue francaise en Ontario: Dix ans apres (French Language Secondary Schools in Ontario: Ten Years Later).

ED 200 037

Freshman Composition

Directing Freshman English: The Roles of Administration in Freshman English Programs.

ED 199 711

Sabbatical Report: A Study of College Freshman English Courses.

ED 199 712

Fuel Consumption

District-Level Plan for Conservation. Energy Conservation Guidelines 1.

ED 199 838

Energy Conservation in School Facilities. Energy Conservation Guidelines 2.

ED 199 839

Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4.

ED 199 841

Energy Conservation in the School Curriculum. Energy Conservation Guidelines 3.

ED 199 840

Financial Energy Conservation Projects at Independent Colleges and Universities.

ED 200 153

Fuels

Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System.

ED 199 489

Full Time Equivalency

Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.

ED 200 175

Full Time Faculty

Faculty Workload: Full-Time Faculty Lecture Hour Workload in the Contiguous Forty-Eight States. Management Report, Series No. 24.

ED 200 291

Functional Literacy

Materials for Teaching Adult Functional Literacy in North Dakota; Annotated Bibliography. Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health.

ED 199 479

A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP).

ED 200 643

Functional Reading

A Selected Bibliography of Functional Literacy Materials for Adult Learners.

ED 199 551

Fundamental Concepts

Conceptual-Based Teaching in Industrial Arts.

ED 199 399

Future Farmers of America

Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.

ED 199 552

Futures (of Society)

Education in the 80's: English.

ED 199 762

Examining Controversies in Adult Education.

ED 200 100//

Futures Research: Financial Planning. Research Report.

ED 199 894

Health Occupations Education Today! And Tomorrow!

ED 199 471

Images: A Guide to Futurizing Your Classroom.

ED 199 627

Informing the Future: A Plan for Higher Education for the Eighties.

ED 200 138

Informing the Future: A Plan for Higher Education for the Eighties. Working Papers.

ED 200 139

Occupational Education Today. New Directions for Community Colleges, Number 33.

ED 200 286

Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.

ED 200 529

Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980).

ED 200 530

Review of Salient Points of Volume II: Implications for Education of Prospective Changes in Society.

ED 199 827

Subject Index

A Study of the Future of Vocational Education: Implications for Local Planning.

ED 199 563

A Teacher's Guide to Setting Up a Futures Studies Course.

ED 200 279

Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.

ED 199 784

The 80's: How Will Public Education Respond? A Report of the Council of Chief State School Officers' Annual Summer Institute (10th, Jeffersonville, Vermont, Just 25-August 2, 1979).

ED 199 833

General Education

Human Services and Teacher Education: A Time for Action.

ED 200 523

Liberal Education: Speech Communication in the Process and the Product.

ED 199 785

Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.

ED 200 529

Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980).

ED 200 530

A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay.

ED 200 298

Geology

Pennsylvania's Energy Curriculum for the Secondary Grades: Earth Science.

ED 200 410

Geometric Concepts

Time Out for Problem Solving.

ED 200 417

Georgia

A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.

ED 200 571

Geriatrics

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977).

ED 199 587

German

German Language Program Guide.

ED 200 028

Gerontological Information Program

Utilizing Information Systems in Career Preparation Programs.

ED 200 214

Gerontology

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977).

ED 199 587

Utilizing Information Systems in Career Preparation Programs.

ED 200 214

Gifted

Culturally Diverse Exceptional Children in School.

ED 199 993

Education for the Gifted in Science and Mathematics. Revised.

ED 199 938

Project IMPACT: A Case Study in Gifted Education.

ED 199 961

Three-Dimensional LIFT Model: A Gifted-Talented High School Program.

ED 199 940

Global Approach

Elementary Map and Globe Skills Program.

ED 200 482

Global Classroom Resource Guide.

ED 200 509

Global Education-An Implementation Plan & Resource Guide.

ED 200 481

A Hero Ain't Nothing But A Great Big Sandwich. A Global Perspectives Experimental Unit.

ED 200 472

International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (UNESCO House, Paris, September 8-12, 1980). Final Report.

ED 200 478

Glossaries

Energy & Conservation Glossary. Third Edition.

ED 200 420

Goal Orientation

The Relationships Between Teachers' Goal Orientations, Structure, And Observable Classroom Behaviors.

ED 200 590

Golf

Le Golf, El Golf, and Le Baseball.

ED 200 045

Goodness of Fit

Item Bias, Test Speededness, and Rasch Tests of Fit.

ED 200 632

Goshen College IN

Goshen College. Study-Service Trimester Program. A Concise Summary.

ED 200 542

Governance

The Administration of the Institutions of Higher Education Act. (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976).

ED 200 115

Collective Bargaining in Higher Education Systems: A Study of Four States.

ED 200 183

The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance.

ED 200 162

East Oak Cliff Subdistrict Governance (Management) System. Toward a Self Correcting, Self Renewing Educational System.

ED 199 845//

The Ethnography of Schooling: Implications for Educational Policy-Making.

ED 199 809

Further and Higher Education in Denmark.

ED 200 116

The Governance Structure of the Lansing (Michigan) Staff Development Policy Board.

ED 200 580

A Nationwide Network: Development, Governance, Support.

ED 200 210

Public Library Trustees of Colorado: Responsibilities and Opportunities. A Manual for the Trustees of Colorado Public Libraries.

ED 200 255

Governing Boards

Trustee Handbook. Fourth Edition.

ED 199 830

Government Publications

Dictionary Catalog of Official Publications of the State of New York. Monographs Cataloged by the New York State Library, 1980, No. 2, January 1, 1980 to July 11, 1980.

ED 200 250

Standard First Aid Training Course. Naval Education and Training Command Rate Training Manual.

ED 200 434

Government Role

Canadian Universities 1980 and Beyond. Enrollment, Structural Change and Finance.

ED 200 066

Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980).

ED 200 461

Federal Involvement in Libraries. The Federal Role in the Federal System: The Dynamics of Growth. Commission Report A-84.

ED 200 217

Grading

247

The Government and Information: Costs, Choices and Challenges.

ED 200 251

Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition.

ED 199 480

Peruvian Rural School Construction System. SERP 71: Sierra Type.

ED 200 345

Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute.

ED 199 831

Government School Relationship

Canadian Universities 1980 and Beyond. Enrollment, Structural Change and Finance.

ED 200 066

A Future of Lost Opportunities? Brief to the Ontario Council on University Affairs.

ED 200 160

Higher Education in the Eighties.

ED 200 068

On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education.

ED 200 658

Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute.

ED 199 831

Study of Title II of PL 93-638.

ED 200 376

United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education.

ED 200 686//

Welcome to Federal U., Campus No. 1037: Regulation and Academic Freedom.

ED 200 149

Gowins V Mapping

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

Grade Equivalent Scores

An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment.

ED 200 627

Grade 5

An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment.

ED 200 627

Grade 6

Sex Differences in Sixth Grade Children's Problem Solving.

ED 200 649

Grade 7

The Middle School in Profile: A Day in the Seventh Grade.

ED 199 817

Grade 9

Factors Influencing the Vocational Aspirations of Victorian Year 9 Students.

ED 199 447

Grades (Scholastic)

De-Grading Developmental Studies.

ED 200 293

Grading

De-Grading Developmental Studies.

ED 200 293

Effects of Deadlines on Proctors in a Personalized Psychology Course.

ED 200 150

Grading Attendance: Does It Reduce Absenteeism?

ED 199 408

- Monograph on Grading for Universities.
ED 200 146
- Graduate Students**
Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education.
ED 199 710
- Graduate Study**
Higher Education. Conference Report: To Accompany H.R. 5192. House of Representatives, Ninety-Sixth Congress, Second Session.
ED 200 102
Human Services and Teacher Education: A Time for Action.
ED 200 523
Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation.
ED 200 094
Teaching Graduate Students to Teach Composition: The University of Tennessee.
ED 199 730
Training in Evaluation Research: The Perspective From a Department of Psychology.
ED 199 578
Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education.
ED 199 710
- Graduate Surveys**
Employment Survey 1979. AIP Report.
ED 200 071
A Look at the Weber State College CBTE Program After Ten Years.
ED 200 538
- Graduation Requirements**
Report of the Task Force on Graduation Requirements.
ED 199 901
- Grammar**
How to Learn a Foreign Language.
ED 200 038//
Usage: Or Back to Basics: An Old Saw Reshaped.
ED 199 736
- Grants**
Grant Administration Manual for Title III Coordinators.
ED 200 072
A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980.
ED 200 176
A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980.
ED 200 177
- Grantmanship**
School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39.
ED 199 884
Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.
ED 199 440
- Great Britain**
Centres of Excellence in British Universities.
ED 200 076
Race Relations in Britain.
ED 200 655
Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.
ED 199 383
Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.
ED 199 384
- Greek Americans**
Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980.
ED 200 700
- Grief**
Support from Family and Friends: What Helps the Widow?
ED 199 584

- Using Developmental Loss Workshops in the Classroom.
ED 199 593
- Grievance Procedures**
Cuebook II. State Education Collective Bargaining Laws. Report No. F80-5.
ED 199 907
- Group Behavior**
Determinants of Self-Centered Judgments of Responsibility in Group Settings.
ED 199 600
A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness.
ED 199 595
Nonmember Trust of a Group.
ED 199 772
- Group Counseling**
The Effect of Group Counseling and Physical Fitness Programs on Self-Esteem and Cardiovascular Fitness.
ED 200 531
- Group Dynamics**
School Desegregation to Integration Through Changes in Social Structure.
ED 200 654
Supporting Task-Focused Communication.
ED 199 780
- Group Membership**
Nonmember Trust of a Group.
ED 199 772
- Group Structure**
Determinants of Self-Centered Judgments of Responsibility in Group Settings.
ED 199 600
- Group Unity**
Faculty Cultures and Instructional Practices.
ED 200 179
- Grouping (Instructional Purposes)**
School Desegregation to Integration Through Changes in Social Structure.
ED 200 654
- Groups**
Nonmember Trust of a Group.
ED 199 772
- Guarani**
Guarani Basic Course, Part I.
ED 200 014
Guarani Basic Course, Volume II.
ED 200 015
- Guidance Centers**
Programs and Practices in Adult Counseling.
ED 199 585
- Guidance Programs**
Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume I.
ED 199 549
Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II.
ED 199 550
Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education.
ED 199 468
- Guidelines**
The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance.
ED 200 162
A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee.
ED 200 161
Guidelines to Accompany the Elementary School Self-Assessment Book, 1979.
ED 199 834
Improving Accountability of Career Education Programs: Evaluation Guidelines and Checklists.
ED 199 564
PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.
ED 199 411

- School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39.
ED 199 884
- Guides**
Can Research Improve Career Guidance Programs in Rural Schools?
ED 199 542
The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance.
ED 199 561
- Gynecology**
The Current Status and Future of Academic Obstetrics.
ED 200 151
- Habit Formation**
Teenage Smoking: Immediate and Long-Term Patterns.
ED 199 628
- Hahnemann School of Respiratory Therapy PA**
A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee.
ED 200 161
- Haitian Creole**
District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980.
ED 200 696
- Haitians**
District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980.
ED 200 696
- Handicap Identification**
Guidebook for Vocational Education for the Handicapped. Revised.
ED 199 522
- Handicapped Childrens Early Education Program**
Issues of Common Concern: A Report of the HCEEP Minority Leadership Workshop.
ED 199 946
- Hawaii**
Comprehension in the Content Areas, 7-12, Strategies for Basic Skills.
ED 199 693
- Hawaii State Department of Education**
Procedural Handbook for the Improvement Component of the Foundation Program Assessment and Improvement System (FPAIS).
ED 199 902
Report of the Task Force on Graduation Requirements.
ED 199 901
- Hawaiian**
Hawaiian Language Program Guide.
ED 200 029
- Hazards**
School Emergency Planning Guide.
ED 199 888
- Health Education**
The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia.
ED 200 340
A Health Education Cadre for Health Maintenance Organizations.
ED 200 579
Nutrition Education: Selected Resources. Bibliographies.
ED 200 521
Selected Sources of Instructional Materials. A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education.
ED 200 552
- Health Maintenance Organizations**
A Health Education Cadre for Health Maintenance Organizations.
ED 200 579
- Health Materials**
Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.
ED 200 586

Subject Index

Health Needs

- Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977). ED 199 587
- Preparing Teachers to Cope With Health Related Problems in the Classroom. ED 200 584

Health Occupations

- Education Assistance for American Indians & Alaska Natives. ED 200 341
- Health Careers Curriculum Modules. ED 199 525
- Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13. ED 199 379
- A Report on Health Sciences Education Planning for California: 1980-1982. ED 200 140

Health Personnel

- Communication Education in the Future: The Emerging Area of Health Communication. ED 199 789
- A Health Education Cadre for Health Maintenance Organizations. ED 200 579
- Health Occupations Education Today! And Tomorrow! ED 199 471

Health Services

- Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project. ED 200 653
- Health, United States, 1980, With Prevention Profile. ED 200 566
- Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980. ED 200 093
- Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report, October 1, 1979-December 31, 1980. ED 200 092
- On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services]. ED 200 098

Hearing Impairments

- Hearing Resource Program, 1979-1980. Report No. 33:10:79/80:003. ED 199 948
- Oversight on Programs for the Deaf and Hearing Impaired, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on to Examine Current Problems and Programs of the Deaf and Hearing Impaired, and to Explore Future Technological Developments Designed to Handle Their Problems. ED 199 966
- Self-Concept, Self-Esteem and Deafness: Research Problems and Findings. ED 199 603

Hearings

- Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis. ED 199 979

Heating

- Energy Conservation in School Facilities. Energy Conservation Guidelines 2. ED 199 839
- Energy Management Strategies for Home Economics Teachers. ED 199 510

Helping Relationship

- "The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View. ED 200 554

Support for Student Teacher Stress.

- ED 200 545
- Teacher Induction: An Aspect of the Education and Professional Development of Teachers. ED 200 515
- Using Developmental Loss Workshops in the Classroom. ED 199 593

Helplessness

- The Reformulated Model of Learned Helplessness: An Empirical Test. ED 199 591

Hematology

- Medical Service Clinical Laboratory Procedure-Hematology. ED 200 431

Heterogeneous Classrooms

- Writing: Different Motivational Approaches. ED 199 695

Heuristic Methods

- Educational Evaluation and Training: The Heuristic Value of Causal Modeling. ED 200 644

High Risk Students

- Use of Case History Data for the Development of Equations in Predicting High Risk, Reading Disabled Students. ED 199 687

High School Graduates

- The California Student Opportunity and Access Program: An Initial Evaluation. ED 200 137
- Private Schools in American Education. ED 200 389

High School Seniors

- Correlates of Drug Use, Part 1: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8. ED 199 616
- 1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends. ED 200 082

High School Students

- Grading Attendance: Does It Reduce Absenteeism? ED 199 408
- Mainstreaming in Business Education. Monograph 135. ED 199 438
- Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet. ED 200 361
- Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet. ED 200 360
- Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet. ED 200 363
- Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet. ED 200 362
- Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making. ED 200 357
- Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance. ED 200 358
- Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area. ED 200 356
- Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers. ED 200 359
- Project Adventure Summer Trip-June 25-July 16, 1972. ED 200 365

Higher Education

249

A Survey of Student Rights in a Public and Alternative High School. ED 199 592

Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain. ED 199 383

Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note. ED 199 450

High Schools

- An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting. ED 200 626
- Working on Working. Innovators of Vocational Programs for Handicapped High School Students. ED 199 433

Higher Education

- The Administration of the Institutions of Higher Education Act. (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976). ED 200 115
- American Higher Education in 1975 and 1976: The Academy's Response to Continuing Kondratieff Recession as Reported in "The Times Higher Education Supplement" (London). ED 200 169
- A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities. ED 200 067
- Canadian Universities 1980 and Beyond. Enrollment, Structural Change and Finance. ED 200 066
- College-Going Rates in California. 1979 Update (A Summary). ED 200 141
- Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978. ED 200 128
- Design for Equity: Women and Leadership in Higher Education. ED 200 124
- Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods. ED 200 173
- Developing a Comprehensive Cooperative Education Program: Building a Consensus. ED 199 515
- Developing a Comprehensive Cooperative Education Program: Implementing the Plan. ED 199 512
- Developing a Comprehensive Cooperative Education Program: Management Information Systems. ED 199 513
- Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages. ED 199 514
- Earned Degrees Conferred 1977-78. ED 200 154
- Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State. ED 200 109
- A Future of Lost Opportunities? Brief to the Ontario Council on University Affairs. ED 200 160
- Higher Education. Conference Report: To Accompany H.R. 5192. House of Representatives, Ninety-Sixth Congress, Second Session. ED 200 102
- Higher Education in the Eighties. ED 200 068
- Informing the Future: A Plan for Higher Education for the Eighties. ED 200 138
- Informing the Future: A Plan for Higher Education for the Eighties. Working Papers. ED 200 139
- Marketing Post-Secondary Education in the U.S.A. ED 200 117
- Maryland Statewide Plan for Postsecondary Education. Second Annual Review. ED 200 105

The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.

ED 200 069//

The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.

ED 200 129

Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.

ED 200 081

Quality and Accountability: An Evaluation of Statewide Program Review Procedures.

ED 200 156

A Roundup of State and Local Tax Developments. Financing Higher Education.

ED 200 101

Sea Training at Maritime Academies Oversight. Hearings Before the Ad Hoc Select Subcommittee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, House of Representatives, Ninety-Sixth Congress, Second Session on Sea Training of United States Merchant Marine Officers and Different Ways of Satisfying This Requirement at the Various Maritime Academies.

ED 200 444

The Status of Native American Women in Higher Education.

ED 200 364

Strategies for Change.

ED 200 113

Student Affairs in the 1980s: A Decade of Crisis or Opportunity?

ED 199 610

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.

ED 200 164

Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3.

ED 200 086

Welcome to Federal U., Campus No. 1037: Regulation and Academic Freedom.

ED 200 149

Higher Education Act Title III

Grant Administration Manual for Title III Coordinators.

ED 200 072

Higher Education Act 1965

Higher Education. Conference Report: To Accompany H.R. 5192. House of Representatives, Ninety-Sixth Congress, Second Session.

ED 200 102

Hispanic Americans

Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980.

ED 200 695

The Community: Education on a Grassroots Level.

ED 200 276

C.S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report, 1979-80.

ED 200 694

District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980.

ED 200 696

Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980.

ED 200 700

Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80.

ED 200 705

New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons.

ED 200 351

Title VII Bilingual Educational Approach (B.E.A.). Community School District 28. Final Report, 1979-1980.

ED 200 699

Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80.

ED 200 693

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide.

ED 200 352

History

A History of College Football.

ED 200 535

Reassessing Research in the Politics of Education.

ED 199 822

History Textbooks

Dona Ana No Esta Aqui. Sexto Modulo de una Serie para Maestros de Escuela Elemental (Dona Ana Isn't Here. Sixth Module of a Series for Elementary School Teachers).

ED 200 691

Hofstra University NY

Training in Evaluation Research: The Perspective From a Department of Psychology.

ED 199 578

Holistic Approach

How to Develop and Write a Case for Technical Writing.

ED 199 724

Holistic Evaluation

Defining the Basic Writing Student by Count.

ED 199 725

The Scoring of Writing Samples: A Study.

ED 199 758

Home Economics

Creating Change.

ED 199 567

Energy Management Strategies for Home Economics Teachers.

ED 199 510

Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics.

ED 200 412

What Is Home Economics Education?

ED 199 546

Home Economics Education

Forecasting Communication Competencies of Teachers.

ED 199 775

Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II-Home Economics.

ED 200 089

What Is Home Economics Education?

ED 199 546

Home Economics Skills

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual.

ED 199 619

Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics.

ED 200 412

Home Economics Teachers

Creating Change.

ED 199 567

Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.

ED 199 463

Measuring Attitude Change Toward Special Needs Learners. Final Report.

ED 200 539

Home Health Aides

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual.

ED 199 619

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations. Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16.

ED 199 380

Home Management

Adaptations of Homemaking Skills for the Aged: Food Management. Teacher's Manual and Participant's Manual.

ED 199 621

Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.

ED 199 620

Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.

ED 199 618

Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.

ED 199 617

Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.

ED 199 622

Home Programs

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.

ED 199 991

Home Visits

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.

ED 199 991

Homemaking Skills

Adaptations of Homemaking Skills for the Aged: Food Management. Teacher's Manual and Participant's Manual.

ED 199 621

Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.

ED 199 620

Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.

ED 199 618

Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.

ED 199 617

Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.

ED 199 622

Homework

A Synthesis of Homework Research and Related Literature.

ED 199 933

Honors Curriculum

Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School.

ED 199 647

Housing

Euro-Ethnic Families and Housing in Urban America.

ED 200 679//

Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17.

ED 199 865

Housing Discrimination

A Study of How Restrictive Rental Practices Affect Families with Children.

ED 200 328

Housing Needs

A National Student Competition on Adaptive Reuse: A Shelter Care Facility.

ED 199 624

HUB System

Supporting Task-Focused Communication.

ED 199 780

Human Body

Bilingual Skills Training Program. Barbering-/Cosmetology. Module 4.0: Skeletal System.

ED 199 500

Bilingual Skills Training Program. Barbering-/Cosmetology. Module 5.0: Nervous System.

ED 199 501

Bilingual Skills Training Program. Barbering-/Cosmetology. Module 6.0: Muscular System.

ED 199 503

Subject Index

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 7.0: Endocrine System. ED 199 504
 Bilingual Skills Training Program. Barbering/Cosmetology. Module 8.0: Excretory System. ED 199 505
 Bilingual Skills Training Program. Barbering/Cosmetology. Module 9.0: Respiratory System. ED 199 506
 Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13. ED 199 379
 Project Basic Instructional Guide, Volume II. Survival Skills. Instructional Resources. ED 200 601

Human Relations

- A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay. ED 200 298
 Reading Ladders for Human Relations. 6th Edition. ED 199 745//
 The Use and Analysis of Uncommon Forms of Address: A Business Example. ED 200 049

Human Resources

- A Human Resource Development Model for Schools. ED 199 928

Human Resources Development Program

- A Human Resource Development Model for Schools. ED 199 928

Human Services

- Human Services and Teacher Education: A Time for Action. ED 200 523

Humane Education

- Humane Education: The Status of Current Research and Knowledge. Special Report. ED 200 471

Humanistic Education

- Brain Research and Learning. ED 200 562
 Excellence At a New Level for Teacher Education. ED 200 578
 Forty Targets of the Textbook Protesters. ED 199 716
 Human Services and Teacher Education: A Time for Action. ED 200 523
 Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980). ED 200 530

Humanists

- Rhetoric: The Methodology of the Humanities. ED 199 721

Humanities

- Daring to Dream: Law and the Humanities for Elementary Schools. ED 200 468
 The Review and Proceedings of the Community College Humanities Association, Number 2. ED 200 272
 Rhetoric: The Methodology of the Humanities. ED 199 721

Humanization

- Using the Computer to Foster Creative Interaction among Students. ED 200 243

Hyperactivity

- Childhood Depression and Hyperactivity. ED 199 958

Hypothesis Testing

- A Partial Reading Model Utilizing Language Unit Size by Frequency. ED 199 655

Identification

- Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers. ED 200 307

- Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980 Administration. ED 200 332

- Some Causes of Labeling Bias in Psychiatric Diagnosis. ED 199 606

- Visitor Control in the Schools. Technical Assistance Bulletin 20. ED 199 867

Ignition Systems

- Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System. ED 199 488

- Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope. ED 199 492

Illinois

- Compensation in Illinois Institutions of Higher Education. Summary of Findings. ED 200 157

- The Emergence of Mass Communication Curricula in Illinois Community and Junior Colleges. ED 199 787

- An Overview of Articulation Efforts in Vocational Education: Implications for State Planning. ED 199 558

Illiteracy

- A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP). ED 200 643

Imitation

- A Critique of Readers as Models for Composition. ED 199 727
 The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..." ED 200 322

Immigrants

- A Bilingual Model for the Teaching of Immigrant Children. ED 200 325

- Community-Based Ethnic Heritage Studies Program. Final Report. ED 200 483

- Euro-Ethnic Families and Housing in Urban America. ED 200 679//

- La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismico Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.) ED 200 668

- Refugee Settlers: Some Aspects of Australia's Changed Institutional Response. ED 200 383

Impact

- Adult Literacy. A Study of Its Impact. ED 199 473

Impact Studies

- Gainesville Junior College Community Impact Study/Needs Assessment Inventory. ED 200 264

- National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act. ED 200 385

Imposed Mental Imagery

- A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall. ED 199 644

Impression Formation

- Impression Formation and the Attribution of Attitudes: A "Sleepier" Effect? ED 199 604

Improvement Programs

- Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability. ED 200 182

Incentives

- Child Care Centers Sponsored by Employers and Labor Unions in the United States. ED 200 331

Individual Development

251

- One School's Positive Action Plan. ED 200 375

Incidence

- An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers. ED 199 625

Income

- A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980. ED 200 176

- A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980. ED 200 177

- University Finance: A Statistical Profile. ED 200 148

Independent Study

- Interview Schedule for Studying Some Basic Characteristics of Learning Projects. ED 199 398

- Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School. ED 199 647

Indexes

- Compendium Listing. ED 199 856

- Program Resource Guide. ED 199 855

- Resources in Education (RIE). Volume 16, Number 8. ED 199 376

Indexing

- Subject Headings Guide: Adapted from Sears List of Subject Headings and the Canadian Companion to Sears. School Library Guide. SL-37-80. ED 200 257

India

- Enrolment in Higher Education. A Trend Analysis (1961-75). ED 200 144

- Monograph on Grading for Universities. ED 200 146

- Monograph on Semester System for Universities. ED 200 147

- Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization. ED 200 145

- University Finance: A Statistical Profile. ED 200 148

Indiana

- Three Futures in Collegiate Theatre (in Indiana). ED 200 107

Indiana Commission for Higher Education

- Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State. ED 200 109

Individual Characteristics

- The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension. ED 199 778

- PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2. ED 199 410

- Perceptions of Male and Female Dominant Behavior in Small Group Interactions. ED 199 776

Individual Counseling

- A Conceptual Model of Integrated Child and Family Therapy. ED 199 577

Individual Development

- Fathering: The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development. ED 200 317

- Lifelong Learning for Self-Sufficiency: Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).

- ED 199 405
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume I: Literature in Retrospect.
- ED 200 312
On Coping and Change. The Catherine Molony Memorial Lecture (City College, New York, New York, April 26, 1980).
- ED 200 667
One School's Positive Action Plan.
- ED 200 375
Portrayals of Teacher Development.
- ED 200 600
Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 8.
- ED 200 604
- Individual Differences**
Considering Construct Validity in Incomplete Text Research.
- ED 199 637
Correlates of Drug Use, Part 1: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8.
- ED 199 616
Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science.
- ED 200 448
Staff Development: A Humanized Approach.
- ED 200 550
The "Unacknowledged" Rape Victim.
- ED 199 590
- Individual Needs**
The Aged and Aging Developmentally Disabled: An Exploration Into Issues and Possibilities.
- ED 199 589
Career Planning for the Educator: Validating Current Career Development Theories.
- ED 200 570
Person-Environment Congruence in Residences for the Elderly.
- ED 199 575
- Individual Power**
Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.
- ED 199 580
The Reformulated Model of Learned Helplessness: An Empirical Test.
- ED 199 591
- Individualized Education Programs**
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume I: Executive Summary. Final Report.
- ED 199 970
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume III: Basic Survey Findings. Final Report.
- ED 199 972
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume II: Introduction, Methodology, and Instrumentation. Final Report.
- ED 199 971
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume IV: Retrospective Longitudinal Substudy Findings. Final Report.
- ED 199 973
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume V: State/Special Facility Substudy Findings. Final Report.
- ED 199 974
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children: Follow-Up Study of the IEP Development Process. Final Report.
- ED 199 975
The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.
- ED 199 989
Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.
- ED 199 978

- Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.
- ED 199 980
A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report.
- ED 199 976
Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
- ED 199 784
Working with the Handicapped in the Vocational Home Economics Classroom.
- ED 199 470
- Individualized Instruction**
Computer Managed Instruction in the Navy: II. A Comparison of Two Student/Instructor Ratios in CMI Learning Centers. Technical Report.
- ED 200 226
Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education.
- ED 199 466
Excellence At a New Level for Teacher Education.
- ED 200 578
Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students.
- ED 199 698
Mathematics in an Individualized Self-Paced Format.
- ED 200 287
Planning Student Programs. ISSOE: Managing Student Progress.
- ED 199 518
Reporting Student Progress. ISSOE: Managing Student Progress.
- ED 199 519
Sequencing and Branching: Implications for Theory and Practice.
- ED 199 708
A Study to Determine the Efficacy of an Individualized-Modularized Writing Course.
- ED 199 740
Suggestions for Designing Learning Activity Packets, Instructional Systems, and Other Self-Instructional Strategies.
- ED 200 196
Systems Overview. ISSOE: Managing Student Progress.
- ED 199 521
Technical Writing Practically Unified through Industry.
- ED 199 709
- Individually Guided Education**
The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.
- ED 199 925
- Indo European Languages**
An English-Punjabi Dictionary.
- ED 200 025//
- Induced Mental Imagery**
A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall.
- ED 199 644
- Industrial Arts**
Conceptual-Based Teaching in Industrial Arts.
- ED 199 399
Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts.
- ED 200 413
Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.
- ED 199 534
- Industrial Education**
Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.
- ED 199 534

- Industrial Training**
Workplace Perspectives on Education and Training. Volume I.
- ED 200 143//
- Infants**
Cross-linguistic Studies of Infant Speech. Perception: The Role of Linguistic Experience.
- ED 200 018
The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia.
- ED 200 340
Infants' Perception of Visual Movement: A Review and Theoretical Analysis.
- ED 200 321
Update and Implications of Early Personal-Social Learning.
- ED 200 327
- Inference Comprehension**
Children's Inferential Comprehension of Pragmatic Causal Relations in Reading.
- ED 199 689
- Inflation (Economics)**
Compensation in Illinois Institutions of Higher Education. Summary of Findings.
- ED 200 157
Inflation: Consumers Counter the Cost of Living. A Consumer Education Curriculum Module for Grades 10-14.
- ED 200 475
- Influences**
Factors Affecting the Life Plans of Low-Income Rural Youth.
- ED 200 371
Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect?
- ED 199 604
- Information Centers**
Defense Technical Information Center Referral Data Bank Directory.
- ED 200 256
- Information Dissemination**
Basic Citizenship Competencies Project. Final Report.
- ED 200 459
Competency Based Education Program. Final Report, June 1, 1978-November 30, 1979.
- ED 199 892
Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.
- ED 200 249
Documentation and Information in Youth Research.
- ED 200 367
Knowledge Generation, Organization Dissemination and Utilization for Rural Development.
- ED 200 379
Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory.
- ED 199 560
Significant Inservice Delivery System Designs for Geographically Isolated School Personnel.
- ED 200 569
Special Purpose Dissemination Grant. Final Report.
- ED 200 234
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V.
- ED 200 456
Working Papers: Community Councils.
- ED 199 918
- Information Needs**
Collection Development Policy for the University Library.
- ED 200 238
- Information Networks**
Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.
- ED 200 249
Knowledge Generation, Organization Dissemination and Utilization for Rural Development.
- ED 200 379

Subject Index

A Nationwide Network: Development, Governance, Support. ED 200 210

Working Papers: Community Councils. ED 199 918

Information Processing

Clinical Rating Project Interim Report Number 3: Background and Status. ED 200 623

Memory Processes and the Integration of Attitudinal and Behavioral Information. ED 199 605

Some Causes of Labeling Bias in Psychiatric Diagnosis. ED 199 606

Information Retrieval

BRS Mini-Manual: A Brief Guide to User Commands. ED 200 220

DOBIS-WLN Impact Study. Report. ED 200 205

Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90, Villanova University. Fall Term, 1980. ED 200 194

University of Cincinnati, Central Library, Computerized Bibliographic Retrieval Services: Evaluative Report, July 1979-August 1980. ED 200 253

Information Seeking

Introducing the College-Bound Student to the Academic Library: A Case Study. ED 200 236

Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980). ED 200 218

Political News on Television: A Closer Look at Audience Use and Avoidance Orientations. ED 199 786

Reference Service Manual. 1980. ED 200 211

Information Services

The Government and Information: Costs, Choices and Challenges. ED 200 251

A Nationwide Network: Development, Governance, Support. ED 200 210

The Planning and Implementation of an Australian TAFE Clearinghouse System. ED 199 553

Information Sources

Coast Community Colleges Community Telephone Survey 1980, Report Number 2. The Coast Message: An Examination of the Extent to Which Basic Marketing Efforts Are Reaching the Community. ED 200 292

Compendium Listing. ED 199 856

Defense Technical Information Center Referral Data Bank Directory. ED 200 256

Education Assistance for American Indians & Alaska Natives. ED 200 341

Foreign News Agency Influences on a Developing Country Press (Egypt). ED 199 734

PACE: A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D. ED 199 427

Program Resource Guide. ED 199 855

Selected Sources of Instructional Materials. A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education. ED 200 552

Information Systems

The Secretary as an Information Resource. ED 200 047

Utilizing Information Systems in Career Preparation Programs. ED 200 214

Information Utilization

Administrative Style as a Predictor of Evaluation Utilization. ED 200 611

Impact of a Process Evaluation on an Urban School System's Policies and Practices. ED 200 642

Institutional Research and External Agency Reporting Responsibility. ED 200 074

Knowledge Generation, Organization Dissemination and Utilization for Rural Development. ED 200 379

Synthesis and Interpretation of Knowledge: New Roles for University Faculty in School Improvement Programs. ED 200 553

Injuries

Forty-Eighth Annual Survey of Football Fatalities 1931-1979. ED 200 567

Inner Speech (Subvocal)

Children's Use of Speech Recoding to Obtain Meaning from Sentences. ED 199 688

Input Output

Linguistic Analysis of Natural Language Communication with Computers. ED 200 050

Input Output Devices

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. ED 200 187

CSUC Standard for the CLSI Expanded Title Record. ED 200 248

Data Input for Libraries: State-of-the-Art Report. ED 200 216

The PLATO V Terminal. ED 200 244

Inquiry

An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students. ED 200 447

Inservice Education

Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity. ED 200 336

Human Service Technician Project. Final Project Report, June 1978-May 1980. ED 199 982

Internationalism In Children's Literature: Understanding China: Appreciating Its Literature. A Unit. ED 199 737

P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations. ED 199 969

Power Line Technician's Training. Instructional Units. ED 199 460

Short-Term Effects of Human Relations Training (HR-17): A Pre Post Comparison Group Evaluation Study. ED 200 664

Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study. ED 200 665

Inservice Teacher Education

Career Education: Concepts and Practices. ED 199 451

Career Education Linking Agents: Perspectives and Roles. ED 199 452

Career Education Program Design. ED 199 453

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program. ED 200 589

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research

Institutional Evaluation

253

Report. Volume 15, Number 16.

Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers. ED 199 380

Getting Ready for School Improvement in Career Education. ED 199 388

In Search of the "Write" Way. ED 199 454

Local Opinion Surveys for Career Education. ED 199 455

School Improvement Processes in Career Education. ED 199 456

Significant Inservice Delivery System Designs for Geographically Isolated School Personnel. ED 200 569

Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs. ED 199 394

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency. ED 200 349

Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability. ED 200 182

Vernacular Black English Inservice Program. King Elementary School. Final Evaluation. ED 200 706

1980 Ohio Regional Conferences on Mathematics Education. ED 200 421

Institution of Electrical Engineers

A Review of the IEE's Involvement in Academic Gaming. ED 200 230

Institutional Autonomy

Welcome to Federal U. Campus No. 1037: Regulation and Academic Freedom. ED 200 149

Institutional Characteristics

Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research. ED 199 536

Good Schools for Middle Grade Youngsters: Characteristics, Practices, and Recommendations. ED 199 816

A History of College Football. ED 200 535

Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation. ED 200 537

The Middle School in Profile: A Day in the Seventh Grade. ED 199 817

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom. ED 200 078

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report. ED 200 165

Institutional Cooperation

Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979. ED 200 344

Institutional Evaluation

Gainesville Junior College Community Impact Study/Needs Assessment Inventory. ED 200 264

Institutional Research and External Agency Reporting Responsibility. ED 200 074

Program Review's Missing Member: A Consideration of Quality and Its Assessment. ED 200 108

A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.

ED 200 571

Two Constraints to Utilization at the School Level.

ED 199 825

Institutional Personnel

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.

ED 199 983

Human Service Technician Project. Final Project Report, June 1978-May 1980.

ED 199 982

Institutional Research

Institutional Research and External Agency Reporting Responsibility.

ED 200 074

An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process.

ED 200 087

Institutional Vitality

A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980.

ED 200 177

Instructional Design

Capitalization Instruction in Elementary School Textbooks.

ED 199 756

Effective Instruction.

ED 200 572

Notes & Quotes on Adult Learning.

ED 199 389

Punctuation Instruction in Elementary School Textbooks.

ED 199 757

Speculations on Computer Assisted Design of Instruction.

ED 200 215

Videodisc: An Instructional Tool for the Hearing Impaired.

ED 200 227

Instructional Development

American Association of School Administrators 1980 Summer Instructional Leadership Conference: A Cooperative R&D Dissemination Project. Final Report.

ED 199 934

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

Instructional Films

1980 Multi-Media Evaluation Report.

ED 200 245

Instructional Improvement

American Association of School Administrators 1980 Summer Instructional Leadership Conference: A Cooperative R&D Dissemination Project. Final Report.

ED 199 934

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.

ED 200 589

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16.

ED 199 380

Effective Instruction.

ED 200 572

Evaluation as an Effective Strategy for Instructional Improvement: Essential Conditions for Implementation.

ED 200 625

Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.

ED 200 119

Foreign Language Framework for California Public Schools: Kindergarten through Grade Twelve.

ED 200 040

The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement.

ED 200 629

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy.

ED 200 130

Synthesis and Interpretation of Knowledge: New Roles for University Faculty in School Improvement Programs.

ED 200 553

Techniques in the Clinical Supervision of Teachers. Preservice and Inservice Applications.

ED 199 913//

Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.

ED 200 647

Videodisc: An Instructional Tool for the Hearing Impaired.

ED 200 227

Instructional Innovation

A Bilingual Model for the Teaching of Immigrant Children.

ED 200 325

Foreign Language Reading Research: Recent Trends and Future Prospects.

ED 200 057

Mainstreaming the EFL Student into the American College or University.

ED 200 023

Student Mini-Learning Exercise (SMILE) Cards: Theory into Practice-Now!

ED 199 588

Instructional Materials

Application of the Cellular Learning Theory Model to the Professional Education of Preservice Teacher Trainees and the Inservice Training of Classroom Teachers and Supervisors.

ED 200 533

Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings.

ED 199 559

Can Research Help Mentally Handicapped Learners Explore Careers?

ED 199 541

Career Planning Support System. A Report.

ED 199 439

Citizen Education on Nuclear Technology (CENT).

ED 200 396

Competency-Based Adult Education Bibliography.

ED 199 571

A Directory of Library Instruction Programs in Pennsylvania Academic Libraries.

ED 200 225

Energy Education Materials Bibliography, K-12. 1980. Second Edition.

ED 200 423

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80).

ED 199 530

Materials for Teaching Adult Functional Literacy in North Dakota: Annotated Bibliography. Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health.

ED 199 479

Media Ideas Handbook.

ED 200 241

Mosquitoes: A Resource Book for the Classroom.

ED 200 392

Nutrition Education: Selected Resources. Bibliographies.

ED 200 521

PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980.

ED 200 672

Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398.

ED 199 812

A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs.

ED 199 672

Selected Sources of Instructional Materials. A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education.

ED 200 552

Speculations on Computer Assisted Design of Instruction.

ED 200 215

Standard First Aid Training Course. Naval Education and Training Command Rate Training Manual.

ED 200 434

Student Decision-Making. ISSOE: Managing Student Progress.

ED 199 520

Teaching Media Skills: Selected Sources. Bibliographic Series No. 87.

ED 200 213

Teaching Techniques in Clinical Chemistry.

ED 200 457

A Training Manual for Nuclear Medicine Technologists.

ED 200 428

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V.

ED 200 456

1980 MRDAC Resource Library Annotated Bibliography.

ED 200 666

Instructional Program Divisions

Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.

ED 199 383

Instructional Student Costs

Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods.

ED 200 173

Instructional Support System

Occupational Educ

Developing Student Profiles. ISSOE: Managing Student Progress.

ED 199 517

Instructional Support System-Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education-A Selective Review.

ED 199 540

ISSOE: Managing Student Progress. Field Test. Phase 1, Final Report.

ED 199 527

Planning Student Programs. ISSOE: Managing Student Progress.

ED 199 518

Reporting Student Progress. ISSOE: Managing Student Progress.

ED 199 519

Student Decision-Making. ISSOE: Managing Student Progress.

ED 199 520

Systems Overview. ISSOE: Managing Student Progress.

ED 199 521

Instructional Systems

Systems Overview. ISSOE: Managing Student Progress.

ED 199 521

Instructor and Course Evaluation System

Target Evaluation System.

ED 200 618

Instrumentation

Eye Movement Instrumentation for Reading Research.

ED 200 622

Insurance

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3.

ED 199 414

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.

ED 199 426

Subject Index

Integrated Activities

Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning".
ED 199 732

Integrated Curriculum

Integrating Writing Into the Elementary Language Arts Curriculum: Let's Put Writing In Its Place.
ED 199 744

Intelligence Quotient

Classroom Environment as a Moderator of the IQ: School Performance Relationship.
ED 199 583

Interaction

Determinants of Self-Centered Judgments of Responsibility in Group Settings.
ED 199 600

Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.
ED 200 449

A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness.
ED 199 595

Practical Parenting Instructional Code. Revised Edition.
ED 200 323

Say It With More Than Words.
ED 199 597

Some Causes of Labeling Bias in Psychiatric Diagnosis.
ED 199 606

Interaction Process Analysis

A Communication Skills Training Course for Dental Students.
ED 200 088

Effective Listening: Key to Intimate Communication.
ED 199 781

The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers.
ED 200 528

An Exemplary Introductory Course For Secondary Education Majors.
ED 200 540

Interjected Routines as Metanarrative Commentary.
ED 199 996

Organization Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors.
ED 199 800

Project BACSTOP Evaluation Report 1973-1974.
ED 200 346

Intercollegiate Cooperation

The Baccalaureate Degree Program at INTER-/MET.
ED 200 174

A Regional Plan for Optometric Education in the West.
ED 200 136

Intercultural Communication

Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S.
ED 199 769

Intercultural Programs

Refugee Settlers: Some Aspects of Australia's Changed Institutional Response.
ED 200 383

Interdisciplinary Approach

Comprehension in the Content Areas, 7-12, Strategies for Basic Skills.
ED 199 693

Educational Research, Development, and Innovation: The Institutionalization of Change in Education.
ED 199 937

Human Beings and Their Environment. Final Evaluation Report.
ED 200 398

Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation.
ED 200 094

The Political Economy Program: An Informal Guide.
ED 200 106

Program in Science, Technology, and Society.
ED 200 090

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy.
ED 200 130

The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation.
ED 200 551

Technical Snobbery Versus Clear Communicating.
ED 199 722

Towards a Biosocial Perspective: Suggestions from a Biologist.
ED 200 460

Writing Right Across the Curriculum, K-12.
ED 199 700

Interdistrict Policies

Cooperative Purchasing Guidelines. Background and Research, Pros and Cons, Examples of Exemplary Programs, Sample Forms, and Organization Procedures.
ED 199 805//

Interests

Images: A Guide to Futurizing Your Classroom.
ED 199 627

Intergroup Relations

Reading Ladders for Human Relations. 6th Edition.
ED 199 745//

Interior Design

A National Student Competition on Adaptive Re-use: A Shelter Care Facility.
ED 199 624

Interlanguage

The Teacher's Attitude toward the Student's Output in the Second Language Classroom.
ED 200 056

Interlibrary Loans

Florida Interlibrary Loan Improvement Project. Final Report.
ED 200 209

Intermode Differences

Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy.
ED 200 373

International Education

Comparing Adult Education Worldwide.
ED 200 180//

Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.
ED 200 399

European Regional Seminar on Implementation of the UNESCO Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (Sofia, Bulgaria, 15-20 October 1979). Final Report.
ED 200 479

International Education Programs of the U.S. Government: An Inventory.
ED 200 508

International Educational Exchange
Students and Scholars from the People's Republic of China Currently in the United States. Survey Summary.
ED 200 080

International Organizations
Documentation and Information in Youth Research.
ED 200 367

The Protection of Journalists. New Communication Order 4.
ED 199 696

International Programs

Goshen College. Study-Service Trimester Program. A Concise Summary.
ED 200 542

International Education Programs of the U.S. Government: An Inventory.
ED 200 508

Intervention

255

Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979).
ED 199 381

International Relations

Assuring the Future: A Diplomat's Concerns.
ED 200 470

Our Foreign Language Illiteracy: International Implications.
ED 200 022

International Studies

Goshen College. Study-Service Trimester Program. A Concise Summary.
ED 200 542

International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs.
ED 200 489

Internship Programs

Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980).
ED 200 581

Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper.
ED 200 231

Effective Listening: Key to Intimate Communication.
ED 199 781

Nonmember Trust of a Group.
ED 199 772

Effective Listening: Key to Intimate Communication.
ED 199 781

Nonmember Trust of a Group.
ED 199 772

Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers.
ED 200 307

Communication Education in the Future: The Emerging Area of Health Communication.
ED 199 789

Communication Training/Consulting: A Case Study in Training Real Estate Agents.
ED 199 792

The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication.
ED 199 799

Empathy and Assertive Communication.
ED 199 793

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80).
ED 199 530

Inviting Teacher Professional Growth.
ED 200 598

Liberal Education: Speech Communication in the Process and the Product.
ED 199 785

Loneliness and Communication Apprehension.
ED 199 774

Nonmember Trust of a Group.
ED 199 772

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook.
ED 199 851

Effective Listening: Key to Intimate Communication.
ED 199 781

Empathy and Assertive Communication.
ED 199 793

Faculty Cultures and Instructional Practices.
ED 200 179

Too Late at Eight: Prevention and Intervention, Young Children's Learning Difficulties.
ED 199 988

Validation of a Weight Reduction Treatment Package for the Retarded.
ED 199 962

Interviews

An Analysis of the Range of 2B and 3A Responses to Three Inhelder Tasks.

ED 200 446

Structured Interview Methodology for Collecting Training Feedback Information.

ED 199 537

Introductory Courses

CAUSE Grant SER77-06227. Final Report.

ED 200 075

Educational Evaluation and Training: The Heuristic Value of Causal Modeling.

ED 200 644

Invention (Rhetorical)

Clinician and Writer: Their Crucible of Involvement.

ED 199 723

Investment

Financial Energy Conservation Projects at Independent Colleges and Universities.

ED 200 153

Iranians

Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S.

ED 199 769

Israel

Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.

ED 200 336

Italian Americans

Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80.

ED 200 705

Italy

The Reasons Why Farm Children Drop Out of School.

ED 200 380

Item Analysis

New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses.

ED 200 608

Item Banks

Automating Exams for a Statistics Course: II. A Case Study.

ED 200 619

Japan

Differences in the Rates of Reading Problems in the United States and Japan: A Search for Causes.

ED 199 676

An Educational Research Framework Applied to a Secondary School in Japan.

ED 200 467

Japan/United States Textbook Study Project. Joint Report.

ED 200 500

Modernization and Japan: A Two-Week Unit for High School Social Studies. Service Center Papers on Asian Studies, No. 10.

ED 200 491

Negative Component of Visual Evoked Potential in Children with Cognitive Processing.

ED 200 300

Japanese

Japanese Language Program Guide.

ED 200 030

Jargon

Technical Snobbery Versus Clear Communicating.

ED 199 722

Jazz

The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties.

ED 200 484

Job Analysis

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980.

ED 200 093

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report, October 1, 1979-December 31, 1980.

ED 200 092

A Prescriptive Model for Determining Professional Development Needs of Principals.

ED 199 929

Job Application

Handbook of Employment Skills for Displaced Homemakers.

ED 199 516

Job Development

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.

ED 199 474

Job Performance

The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance.

ED 199 561

Leadership Expectancy.

ED 199 837

A Prescriptive Model for Determining Professional Development Needs of Principals.

ED 199 929

The Teaching of Employability Skills: Who's Responsible?

ED 199 429

Job Placement

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.

ED 199 474

Placement of Engineering and Technology Graduates, 1980.

ED 200 070

Vocational Instructor's Survival Guide.

ED 199 406

Job Satisfaction

Intrinsic Rewards of Teaching.

ED 200 599

Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.

ED 199 441

The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education.

ED 199 407

The Social Psychology of Commitment to College Teaching.

ED 200 171

Job Search Methods

Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.

ED 199 461

Handbook of Employment Skills for Displaced Homemakers.

ED 199 516

Job Hunting Behaviors and Employment Status of Recent College Graduates.

ED 200 104

Job Sharing

Job Sharing Pilot Project in the Department of Education: Final Evaluation. A Report to the Legislature of the State of Hawaii. No. 81-10.

ED 199 531

Job Skills

Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.

ED 199 461

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

ED 199 430

Forecasting Communication Competencies of Teachers.

ED 199 775

Handbook of Employment Skills for Displaced Homemakers.

ED 199 516

The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance.

ED 199 561

Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13.

ED 199 379

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2.

ED 199 410

Peer Group Counseling 1980-81.

ED 199 586

The Teaching of Employability Skills: Who's Responsible?

ED 199 429

Job Training

Adaptation to Work: An Exploration of Processes and Outcomes.

ED 199 428

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

ED 199 430

Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

ED 199 444

Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980.

ED 199 457

The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance.

ED 199 561

A Manual for Supervisors in SYEP.

ED 199 556

An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training.

ED 199 565

Path Analysis of Variables Associated with CETA Training Program.

ED 199 436

Private Sector Training of the Economically Disadvantaged: Key Elements of Success.

ED 199 477

Short Term Skill Training. Alternative Approaches. Information Series No. 222.

ED 199 445

Johnson (Lyndon Baines)

Lyndon Johnson's Press Conferences.

ED 199 798

Johnson O Malley Act

Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1978.

ED 200 353

Study of Title II of PL 93-638.

ED 200 376

Journalism

The New Adviser. Updated Second Edition.

ED 199 748

The Protection of Journalists. New Communication Order 4.

ED 199 696

Judgment

Some Causes of Labeling Bias in Psychiatric Diagnosis.

ED 199 606

Junior High Schools

Project BACSTOP Evaluation Report 1973-1974.

ED 200 346

Juvenile Courts

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22.

ED 199 869

Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups.

ED 199 626

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23.

ED 199 870

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31.

ED 199 876

Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14.

ED 199 863

Subject Index

Kansas

Salaries and Related Information for Kansas School Library Media Directors in 1978-1979.

ED 200 212

Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey.

ED 200 543

Keller Plan

The Effects of Review Questions and Review Concepts on Retention in a Personalized System of Instruction Class.

ED 200 114

Kentucky

Barriers in Higher Education for Persons with Handicaps: A Continued Challenge.

ED 200 155

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80.

ED 200 262

Kentucky (Fayette County)

A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19.

ED 199 866

Kindergarten

Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.

ED 200 336

Kindergarten-How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook.

ED 199 678

Pressures That Promote Curriculum Schemes in Kindergarten.

ED 200 337

Kindergarten Children

Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers.

ED 200 307

Dimensions of Child Temperament in School Settings.

ED 200 315

A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 8.

ED 200 305

Segmentation Skills of Young Children.

ED 200 339

Stability and Change in Teacher-Pupil Directive Interactions.

ED 200 338

Knowledge Level

Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190.

ED 199 661

The Effectiveness of Teaching the Nature, Purpose, and Language of Instruction of Reading to First Grade Children.

ED 199 649

An Example of the Quality of Students' Understanding: Initial Conceptions of Psychology.

ED 200 464

Eye Movements Reveal Components of Flexible Reading Strategies.

ED 199 648

Knowledge Transformation Program

Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory.

ED 199 560

Korea

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.

ED 200 374

Labeling (of Persons)

Some Causes of Labeling Bias in Psychiatric Diagnosis.

ED 199 606

Labor Force Development

Private Sector Training of the Economically Disadvantaged: Key Elements of Success.

ED 199 477

Workplace Perspectives on Education and Training. Volume I.

ED 200 143//

Labor Market

Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey.

ED 200 543

Labor Needs

New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.

ED 199 526

Nursing Education in Alabama: Supply and Demand, Quality of Programs and Minority Representation.

ED 200 131

Labor Relations

Bargaining Tactics. A Reference Manual for Public Sector Labor Negotiations.

ED 199 897//

Cuebook II. State Education Collective Bargaining Laws. Report No. F80-5.

ED 199 907

Labor Turnover

Personnel Retention in the College and University Information Systems Environment.

ED 200 273

Tenure Practices in Universities and 4-Year Colleges Affect Faculty Turnover.

ED 200 126

Laboratory Equipment

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.

ED 199 386

Laboratory Experiments

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.

ED 199 386

Laboratory Manuals

Medical Service Clinical Laboratory Procedure-Hematology.

ED 200 431

Medical Service Clinical Laboratory Procedures-Bacteriology.

ED 200 432

Medical Service Clinical Laboratory Procedures-Parasitology.

ED 200 430

Medical Service Clinical Laboratory Procedures-Serology.

ED 200 429

Laboratory Procedures

Medical Service Clinical Laboratory Procedure-Hematology.

ED 200 431

Medical Service Clinical Laboratory Procedures-Bacteriology.

ED 200 432

Medical Service Clinical Laboratory Procedures-Parasitology.

ED 200 430

Medical Service Clinical Laboratory Procedures-Serology.

ED 200 429

Laboratory Schools

An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor.

ED 200 527

Laboratory Technology

Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition.

ED 200 427

Laboratory Training

The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.

ED 199 739

Lambrecht Shorthand Aptitude Test

Lambrecht Shorthand Aptitude Test and Teacher's Manual.

ED 200 641

Language Enrollment

257

Land Grant Universities

A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities.

ED 200 067

Scholarship at a Land-Grant University.

ED 200 184

Language Acquisition

Acquisition of Temporal and Aspectual Distinctions in Mandarin.

ED 200 006

An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 7.

ED 200 304

Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?

ED 199 635

A Bilingual Model for the Teaching of Immigrant Children.

ED 200 325

Can Storybooks Really Change Behavior?

ED 200 320

The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2.

ED 200 034

The Ontogenesis of Hypothetical Reference.

ED 200 010

Pragmatic Conditions on Learning How to Refer to Localities.

ED 200 009

Segmentation Skills of Young Children.

ED 200 339

Sentence Combining: Everything for Everybody or Something for Somebody.

ED 199 753

Talking with Your Child: A Manual for Parents.

ED 200 329

Up Front: The Acquisition of a Concept and a Word.

ED 200 007

Visible Language Learning: A Case Study.

ED 199 653

Why Do Children Say What They Say When They Say It? An Experimental Approach to the Psychogenesis of Presupposition.

ED 200 008

Language Arts

Capitalization Instruction in Elementary School Textbooks.

ED 199 756

Design and Implementation of an Effective Drama Unit for Middle School/Junior High.

ED 199 795

Fairy Tales of the Sea [and] A Guide for Teachers.

ED 200 418

Integrating Writing Into the Elementary Language Arts Curriculum: Let's Put Writing In Its Place.

ED 199 744

Pennsylvania's Energy Curriculum for the Secondary Grades: English.

ED 200 411

Punctuation Instruction in Elementary School Textbooks.

ED 199 757

Language Attitudes

Languages, Education and Industry: A Summary of Reports and Conferences.

ED 200 016

Language Classification

University of South Alabama Dialect Tape Center: Audio Tape Resources.

ED 199 782

Language Enrichment

Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?

ED 199 635

Language Enrollment

Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978. Final Report.

ED 200 012

Language Experience Approach

- The Young Child's Concept of Story.
ED 199 640

Language Handicaps

- Self-Concept, Self-Esteem and Deafness: Research Problems and Findings.
ED 199 603

Language of Instruction

- Mele-Maat: First Year Evaluation of a British Primary School in the New Hebrides.
ED 200 318

Language Patterns

- Short-Term Memory and Reading Related Language Patterns.
ED 199 632

Language Planning

- Les écoles secondaires de langue française en Ontario: Dix ans après (French Language Secondary Schools in Ontario: Ten Years Later).
ED 200 037

Language Processing

- Conference Interpretation: A Review of Recent Theory and Research.
ED 200 054

- Methodologie de communication, methode de communication globale et theories heuristiques dans la perspective de l'acquisition du langage (Communication Methodology, the Global Communication Method, and Heuristic Theories in the Perspective of Language Learning).
ED 200 020

- Sentence Combining: Everything for Everybody or Something for Somebody.
ED 199 753

- Toward a Philosophy of Second-Language Learning and Teaching. The Foreign & Second Language Education Series.
ED 200 039//

Language Proficiency

- A Bilingual Model for the Teaching of Immigrant Children.
ED 200 325

- The Development of Symbolic Representation: The Case of Building Blocks.
ED 200 333

- Our Foreign Language Illiteracy: International Implications.
ED 200 022

Language Research

- From Black-White Speech Relationships to the Ethnography of Communication, or, Who Profits from Research?
ED 199 705

- Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.
ED 199 704

- New Dimensions in Second Language Acquisition Research.
ED 200 063//

Language Role

- Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95.
ED 200 061

- Foreign Language Framework for California Public Schools: Kindergarten through Grade Twelve.
ED 200 040

- Foreign Languages in Education. NCLE Papers and Reports 1.
ED 200 033

- Languages, Education and Industry: A Summary of Reports and Conferences.
ED 200 016

Language Skills

- Comprehension in the Content Areas, 7-12, Strategies for Basic Skills.
ED 199 693

- A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students.
ED 199 994

- Ready for College? (Freshmen Assess Their Preparation in English).
ED 200 121

- Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference.
ED 199 630

Language Styles

- The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process.
ED 199 731

- Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review.
ED 200 059

- The Social Psychological Significance of Code Switching for Children.
ED 200 024

- Spoken Language and the Development of Writing Abilities.
ED 199 729

- Writing in the Academic Community.
ED 199 752

Language Teachers

- Foreign Languages in Education. NCLE Papers and Reports 1.
ED 200 033

Language Tests

- The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores.
ED 199 995

Language Usage

- Language Differences in Strategies for the Interactional Management of Conversation.
ED 200 053

- Of Puppet Voices and Interlocutors: Exposing Essences of Puppetry and Speech.
ED 200 048

- The Other "Come" in Black English.
ED 200 046

- Telephone Gambits. A Module for Teaching Telephone English to Second Language Learners.
ED 200 042

- Usage: Or Back to Basics: An Old Saw Reshaped.
ED 199 736

Language Variation

- Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199.
ED 199 660

- Chicano Sociolinguistics: A Brief Introduction.
ED 200 013//

- The Other "Come" in Black English.
ED 200 046

Lateral Dominance

- Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education.
ED 200 402

Law Enforcement

- The FBI Crime Resistance Program. Technical Assistance Bulletin 24.
ED 199 871

- The Officer Friendly Program. Technical Assistance Bulletin 9.
ED 199 862

Law Schools

- Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association.
ED 200 077

Laws

- Learning About Law. A Law-Related Instructional Unit for Children in Grades 5 and 6.
ED 200 501

- PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.
ED 199 415

- Rules, Rules, Rules. A Law Related Unit for Grades 2 and 3.
ED 200 503

Lawyers

- Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association.
ED 200 077

Layout (Publications)

- Basic Publication Fundamentals.
ED 199 747

Leadership

- A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future.
ED 200 261

- Measuring Power Orientations of School Administrators.
ED 200 615

- A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness.
ED 199 595

- Perceptions of Male and Female Dominant Behavior in Small Group Interactions.
ED 199 776

Leadership Qualities

- The Experience of Teacher Training. A Case Study.
ED 200 588

- Leadership Theories.
ED 199 932

- Perceptions of Male and Female Dominant Behavior in Small Group Interactions.
ED 199 776

Leadership Responsibility

- Business Department Chairperson: An Administrator or a Teacher?
ED 200 181

- Leadership Theories.
ED 199 932

- Self-Formulating Study-Groups: An Innovative Approach to Staff Development in Denmark.
ED 200 544

Leadership Styles

- Administrative Style as a Predictor of Evaluation Utilization.
ED 200 611

- Leadership Expectancy.
ED 199 837

- Leadership Theories.
ED 199 932

- Managerial Styles in Academe: Do Men and Women Differ?
ED 199 794

Leadership Training

- The Open Road Student Involvement Project. Technical Assistance Bulletin 29.
ED 199 874

- The Token Ineffectual: The Woman in Academe.
ED 199 602

Learning

- Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education.
ED 200 402

- The Use of "Rest" (Restricted Environmental Stimulation Therapy) as a Therapeutic Treatment Model for the Autistic Child: A Pilot Study.
ED 199 943

Learning Activities

- Family Relationships and Parenting Education: Aging. Instructor Guide.
ED 199 623

- Helping Your Child Achieve in School.
ED 200 314

- How to Learn a Foreign Language.
ED 200 038//

- Images: A Guide to Futurizing Your Classroom.
ED 199 627

- Internationalism In Children's Literature: Understanding China: Appreciating Its Literature. A Unit.
ED 199 737

- Introduction to the Social Sciences: Teacher's Manual.
ED 200 474

- Kindergarten-How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook.
ED 199 678

- Material Processing Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education K-12.
ED 199 533

Subject Index

People Helping People: A Facilitator's Guide and Training Module for a Peer Helper Training Program. ED 200 269

Practical Politics. Revised Edition. ED 200 498

Talking with Your Child: A Manual for Parents. ED 200 329

Who is Engaged More—Teacher or Students? An Analysis of How Activity Structures Affect Student Learning Engagement. ED 200 635

Writing Right Across the Curriculum, K-12. ED 199 700

Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33. ED 199 878

Learning Disabilities

Common Solutions for the Uncommon Child. ED 199 941

Electroencephalographic Assessment in Vocational Counselling. Special Report. ED 199 385

Finger Mathematics: A Method for All Children. ED 200 422

For Parents Only: Learning Packets to Aid Understanding of Specific Learning Disabilities and Parental Rights. ED 199 945

The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach. ED 200 425//

A Model for the Delivery of Service to Children with Learning Disabilities: A Growing International Problem. ED 199 944

Pawtucket School Department's 1979-1980 Title IV-C, Adaptive and Corrective Program of Physical Education. Final Evaluation Report. ED 199 955

A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report. ED 199 990

Learning Experience

Occupational and Environmental Health: A Resource Guide for Health Science Students. ED 199 449

Student Mini-Learning Exercise (SMILE) Cards: Theory into Practice—Now! ED 199 588

Learning Hierarchies

Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review. ED 199 540

Learning Laboratories

Mathematics in an Individualized Self-Paced Format. ED 200 287

Survival Strategies for Successful Learning Lab Management. ED 200 260

A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting. ED 200 277

Learning Modalities

Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose. ED 199 691

Learning Modules

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook. ED 199 848

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook. ED 199 849

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook. ED 199 850

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook. ED 199 851

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook. ED 199 852

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook. ED 199 853

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook. ED 199 854

Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes. ED 199 847

Non-Sexist Teacher Education Project Field Trial. Evaluation Report. ED 200 526

Suggestions for Designing Learning Activity Packets, Instructional Systems, and Other Self-Instructional Strategies. ED 200 196

Learning Problems

Family Life and Child Development: A Selective, Annotated Bibliography Cumulative Through June 1979. ED 200 301

Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196. ED 199 667

Tillamook's Learning Disabilities Program for Secondary Students. OSSC Bulletin, Vol. 24, No. 5. ED 199 889

Learning Processes

Application of the Cellular Learning Theory Model to the Professional Education of Preservice Teacher Trainees and the Inservice Training of Classroom Teachers and Supervisors. ED 200 533

Conceptual Frameworks of Reading Held by Teachers. ED 199 641

Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose. ED 199 691

Learning How to Teach: Processes, Effects, and Criteria. ED 200 516

A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall. ED 199 644

Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 8. ED 200 604

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project. ED 200 437

Learning Readiness

Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980 Administration. ED 200 332

Early Identification & Readiness Program. Monograph 3. ED 199 680

Kindergarten—How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook. ED 199 678

Learning Resources Centers

An Analysis of the Learning Resources Programs Provided by the Fifteen Colleges of the Massachusetts Community College System. ED 200 201

Evaluating Media Programs: District and School. ED 200 228

Materials Processing: Centralized Versus the Individual School, A Continuing Controversy. ED 200 242

Media Ideas Handbook. ED 200 241

Legal Responsibility

259

The Ohio School Library/Media Test and Manual. ED 200 240

Salaries and Related Information for Kansas School Library Media Directors in 1978-1979. ED 200 212

Learning Theories

Adult Cognitive Development A La Piaget. ED 199 472

Adults as Learners. Increasing Participation and Facilitating Learning. ED 200 099//

Application of the Cellular Learning Theory Model to the Professional Education of Preservice Teacher Trainees and the Inservice Training of Classroom Teachers and Supervisors. ED 200 533

Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980. ED 200 419

Finger Mathematics: A Method for All Children. ED 200 422

Hand-Held Calculators in the Classroom: A Review of the Research. ED 200 416

Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review. ED 199 540

Notes & Quotes on Adult Learning. ED 199 389

Teachers' Thinking About Children's Thinking. ED 200 585

Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth. ED 199 645

Least Squares Statistics

The Problems of Multiple Feedback Estimation. ED 200 621

Lecture Method

A Study to Determine the Efficacy of an Individualized-Modularized Writing Course. ED 199 740

Legal Costs

Litigation Costs and Self-Censorship. ED 199 783

Legal Education

Daring to Dream: Law and the Humanities for Elementary Schools. ED 200 468

Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association. ED 200 077

Learning About Law. A Law-Related Instructional Unit for Children in Grades 5 and 6. ED 200 501

Learning About Responsibilities. A Law-Related Instructional Unit for Children in Grades 5 and 6. ED 200 502

Responsibility and You. A Law Related Unit for Grades 2 and 3. ED 200 504

Rules, Rules, Rules. A Law Related Unit for Grades 2 and 3. ED 200 503

What Can Research Contribute to Law-Related Education? ED 200 490

Legal Problems

Administrators and the Courts. The Best of ERIC on Educational Management, Number 56. ED 199 810

Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick? ED 199 773

Legal Responsibility

Administrators and the Courts. The Best of ERIC on Educational Management, Number 56. ED 199 810

Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th, New York, New York, April 1980). ED 200 112

- A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education. ED 200 163
- Handicapped Programs: California Community Colleges. ED 200 271
- PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3. ED 199 414
- Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23. ED 199 870
- School Law: A Generic Competency For Teachers. ED 200 548
- Technical Writing: Past, Present, and Future. ED 199 733
- Legends**
- Fairy Tales of the Sea [and] A Guide for Teachers. ED 200 418
- A Hero Ain't Nothing But A Great Big Sandwich. A Global Perspectives Experimental Unit. ED 200 472
- Legislation**
- Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume I. ED 200 005
- Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups. ED 199 626
- Leisure Time**
- Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980. ED 200 387
- Lesson Plans**
- A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools. ED 200 662
- Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students. ED 200 663
- Letters (Alphabet)**
- What Good is Orthographic Redundancy? Technical Report No. 192. ED 199 663
- Lewin (Kurt)**
- Leadership Theories. ED 199 932
- Liberal Arts**
- Comprehensive Writing Programs. ED 200 172
- Curriculum in Higher Education. ED 200 152
- A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future. ED 200 065
- Job Hunting Behaviors and Employment Status of Recent College Graduates. ED 200 104
- Liberal Education: Speech Communication in the Process and the Product. ED 199 785
- Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980). ED 200 218
- Three Futures in Collegiate Theatre (in Indiana). ED 200 107
- Librarians**
- Faculty Status and Theological Librarians. ED 200 208
- Requirements for Certification For Elementary Schools, Secondary Schools, and Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-Sixth Edition. ED 200 605//
- Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts. ED 200 235

Libraries

- Federal Involvement in Libraries. The Federal Role in the Federal System: The Dynamics of Growth. Commission Report A-84. ED 200 217

Library Acquisition

- Collection Development Policy for the University Library. ED 200 238

Library Administration

- Salaries and Related Information for Kansas School Library Media Directors in 1978-1979. ED 200 212

Library Automation

- British Columbia Library Network: A Study of Feasibility. Revised. ED 200 203
- CSUC Standard for the CLSI Expanded Title Record. ED 200 248
- The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised. ED 200 204
- A Planning Process for Automated Shared Circulation Systems. ED 200 233
- Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California). ED 200 254
- Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90, Villanova University. Fall Term, 1980. ED 200 194
- Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts. ED 200 235

Library Catalogs

- CSUC Standard for the CLSI Expanded Title Record. ED 200 248
- RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Federation and Greater Victoria Public Library. ED 200 207

Library Circulation

- Manual Circulation Handbook for Network Libraries. ED 200 192
- A Planning Process for Automated Shared Circulation Systems. ED 200 233
- Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California). ED 200 254
- What Influences Public Library Adult Patrons to Choose the Books They Borrow. ED 200 191

Library Collections

- Collection Development Policy for the University Library. ED 200 238
- Conservation and Preservation Programs for the University of California Libraries: Problems, Programs, and Costs. RR-80-2. ED 200 221
- CULP (California Union List of Periodicals) 1980 User Survey Results. PN-77. ED 200 224
- What Influences Public Library Adult Patrons to Choose the Books They Borrow. ED 200 191

Library Cooperation

- Florida Interlibrary Loan Improvement Project. Final Report. ED 200 209

Library Education

- Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper. ED 200 231
- Medicine for the Soul. ED 200 232

Library Expenditures

- Florida Interlibrary Loan Improvement Project. Final Report. ED 200 209
- Muskogee Community Analysis: A Study of the Community of Muskogee, Oklahoma, and the Muskogee Public Library with Recommendations for the Library. ED 200 237
- Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts. ED 200 235

Library Facilities

- Environmental Control for Regional Library Facilities. RR-80-3. ED 200 222
- Planning and Development of a Conservation Facility. ED 200 239

Library Instruction

- A Directory of Library Instruction Programs in Pennsylvania Academic Libraries. ED 200 225
- Introducing the College-Bound Student to the Academic Library: A Case Study. ED 200 236
- Media Ideas Handbook. ED 200 241
- The Ohio School Library/Media Test and Manual. ED 200 240
- Reference Service Manual. 1980. ED 200 211
- Teaching Media Skills: Selected Sources. Bibliographic Series No. 87. ED 200 213

Library Material Selection

- Collection Development Policy for the University Library. ED 200 238

Library Materials

- BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised. ED 200 202
- Environmental Control for Regional Library Facilities. RR-80-3. ED 200 222
- A Guide to the Literature on Deterioration, Conservation, and Preservation of Library Material. RR-81-1. ED 200 223
- Materials Processing: Centralized Versus the Individual School, A Continuing Controversy. ED 200 242
- Muskogee Community Analysis: A Study of the Community of Muskogee, Oklahoma, and the Muskogee Public Library with Recommendations for the Library. ED 200 237

- Planning and Development of a Conservation Facility. ED 200 239

Library Materials Conservation

- Planning and Development of a Conservation Facility. ED 200 239

Library Networks

- British Columbia Library Network: A Study of Feasibility. Revised. ED 200 203
- The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised. ED 200 204
- DOBIS-WLN Impact Study. Report. ED 200 205
- Florida Interlibrary Loan Improvement Project. Final Report. ED 200 209
- Manual Circulation Handbook for Network Libraries. ED 200 192
- A Nationwide Network: Development, Governance, Support. ED 200 210
- Proposal to Fund the Establishment of a Computer Based Library Service Utility in British Columbia. ED 200 206

Subject Index

RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Federation and Greater Victoria Public Library.
ED 200 207

Library Planning

Muskogee Community Analysis: A Study of the Community of Muskogee, Oklahoma, and the Muskogee Public Library with Recommendations for the Library.
ED 200 237

Planning and Development of a Conservation Facility.
ED 200 239

A Planning Process for Automated Shared Circulation Systems.
ED 200 233

Library Procedures

Manual Circulation Handbook for Network Libraries.
ED 200 192

Library Role

Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980).
ED 200 218

Public Library Trustees of Colorado: Responsibilities and Opportunities. A Manual for the Trustees of Colorado Public Libraries.
ED 200 255

Library Services

BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised.
ED 200 202

Federal Involvement in Libraries. The Federal Role in the Federal System: The Dynamics of Growth. Commission Report A-84.
ED 200 217

Media Ideas Handbook.
ED 200 241

Muskogee Community Analysis: A Study of the Community of Muskogee, Oklahoma, and the Muskogee Public Library with Recommendations for the Library.
ED 200 237

A Nationwide Network: Development, Governance, Support.
ED 200 210

Reference Service Manual. 1980.
ED 200 211

Library Skills

BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised.
ED 200 202

Introducing the College-Bound Student to the Academic Library: A Case Study.
ED 200 236

The Ohio School Library/Media Test and Manual.
ED 200 240

Teaching Media Skills: Selected Sources. Bibliographic Series No. 87.
ED 200 213

The Writing Center and the Library: Teaching the Research Paper.
ED 199 707

Library Statistics

Salaries and Related Information for Kansas School Library Media Directors in 1978-1979.
ED 200 212

Library Technical Processes

Materials Processing: Centralized Versus the Individual School. A Continuing Controversy.
ED 200 242

Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts.
ED 200 235

Library Users

What Influences Public Library Adult Patrons to Choose the Books They Borrow.
ED 200 191

Licensing Programs

Licensure: What Vocational Educators Should Know. Information Series No. 219.
ED 199 442

Life Planning

Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet.
ED 200 361

Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet.
ED 200 360

Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet.
ED 200 363

Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet.
ED 200 362

Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making.
ED 200 357

Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance.
ED 200 358

Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area.
ED 200 356

Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers.
ED 200 359

Life Style

Correlates of Drug Use, Part I: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8.
ED 199 616

Helping Ourselves: Local Solutions to Global Problems.
ED 200 435

Lifelong Learning

Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. I.
ED 199 387

Examining Controversies in Adult Education.
ED 200 100//

The Free University: A Model for Lifelong Learning.
ED 200 166//

Interview Schedule for Studying Some Basic Characteristics of Learning Projects.
ED 199 398

Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).
ED 199 405

Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/-Community Service Task Force...Master Plan for Lifelong Learning.
ED 200 168

Lighting

Energy Conservation in School Facilities. Energy Conservation Guidelines 2.
ED 199 839

Likert Scales

Assessment of Classroom Status: Using the Perception of Social Closeness Scale.
ED 200 616

Limited English Speaking

Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings.
ED 199 559

Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980.
ED 200 695

Bilingual Program Project SELL. Final Report.
ED 200 698

ESEA Title VII Chinese Bilingual Program. Community School District One. Final Evaluation Report, 1979-1980.
ED 200 697

Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80.
ED 200 705

Literary Criticism

261

New York City Russian Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980.
ED 200 704

Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency.
ED 199 963

Title VII Bilingual Bicultural Program. Community School District 5. Evaluation Report, 1979-1980.
ED 200 702

Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80.
ED 200 693

A Vitalized Transitional Program for Bilingual High School Students, George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980.
ED 200 703

Linguistic Units

A Partial Reading Model Utilizing Language Unit Size by Frequency.
ED 199 655

Linguistics

Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference.
ED 199 651

Linking Agents

Career Education Linking Agents: Perspectives and Roles.
ED 199 452

Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.
ED 200 249

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31.
ED 199 876

Synthesis and Interpretation of Knowledge: New Roles for University Faculty in School Improvement Programs.
ED 200 553

Listening

Cross-linguistic Studies of Infant Speech. Perception: The Role of Linguistic Experience.
ED 200 018

Listening Comprehension

Comprehension in the Content Areas, 7-12. Strategies for Basic Skills.
ED 199 693

Listening Skills

Effective Listening: Key to Intimate Communication.
ED 199 781

Literacy

The Role of Literature in Reading Instruction: Cross-Cultural Views.
ED 199 692

Writing Redux.
ED 199 699

Literacy Education

Adult Literacy. A Study of Its Impact.
ED 199 473

Comparing Adult Education Worldwide.
ED 200 180//

Materials for Teaching Adult Functional Literacy in North Dakota: Annotated Bibliography, Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health.
ED 199 479

Literary Criticism

Creating a Mini Book Review Journal.
ED 200 536

Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students.
ED 199 698

Focus on Literature.
ED 199 714

Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning".
ED 199 732

Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average.

ED 199 764

Literary Devices

Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature.

ED 199 742

Literary Styles

The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process.

ED 199 731

Writers as Readers.

ED 199 701

Literature

Reading and Literature: American Achievement in International Perspective.

ED 199 741

The Role of Literature in Reading Instruction: Cross-Cultural Views.

ED 199 692

Sentence Combining: Everything for Everybody or Something for Somebody.

ED 199 753

Literature Appreciation

Focus on Literature.

ED 199 714

Internationalism In Children's Literature: Understanding China: Appreciating Its Literature. A Unit.

ED 199 737

Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning".

ED 199 732

Teaching Literature in Prison—Or Confessions of a Neo-Pragmatist.

ED 199 703

Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average.

ED 199 764

Literature Reviews

Ability Grouping: Why Do We Persist and Should We.

ED 200 617

Hand-Held Calculators in the Classroom: A Review of the Research.

ED 200 416

Living Standards

Living Conditions of Some Basic School Children: Pointers to Disadvantage.

ED 200 313

Local Focus on Youth (The)

Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act.

ED 199 377

Local Government

Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978.

ED 200 128

Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980).

ED 200 461

Local History

The Community: Education on a Grassroots Level.

ED 200 276

The Politics of Educational Reform in Nineteenth-Century Massachusetts: The Controversy Over the Beverly High School in 1860. Final Report.

ED 200 495

Local Norms

Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1.

ED 200 645

Locational Skills (Social Studies)

Elementary Map and Globe Skills Program.

ED 200 482

Locus of Control

Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.

ED 199 580

Differences in Teachers' Perceptions of the Causes of Positive Versus Negative Student Achievement Outcomes.

ED 200 624

Effects of Outcome Knowledge and Content on Supervisors' Judgments.

ED 199 607

Information About Alcohol Consumption as a Determinant of Responsibility Attributions.

ED 199 574

The Reformulated Model of Learned Helplessness: An Empirical Test.

ED 199 591

Logical Thinking

Plausibility Versus Logical Necessity in Children's Verbal Reasoning.

ED 200 303

London Times Higher Education Supplement

American Higher Education in 1975 and 1976: The Academy's Response to Continuing Kondratieff Recession as Reported in "The Times Higher Education Supplement" (London).

ED 200 169

Loneliness

Loneliness and Communication Apprehension.

ED 199 774

Long Range Planning

Factors Affecting the Life Plans of Low-Income Rural Youth.

ED 200 371

Futures Research: Financial Planning. Research Report.

ED 199 894

Higher Education in the Eighties.

ED 200 068

Images: A Guide to Futurizing Your Classroom.

ED 199 627

Strategies for Change.

ED 200 113

A Study of the Future of Vocational Education: Implications for Local Planning.

ED 199 563

Low Achievement

Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1.

ED 200 645

Low Income Groups

An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers.

ED 199 544

The California Student Opportunity and Access Program: An Initial Evaluation.

ED 200 137

Factors Affecting the Life Plans of Low-Income Rural Youth.

ED 200 371

A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report.

ED 200 651

Mainstreaming

AACTE State Associations and Public Law 94-142.

ED 200 583

Approaches to Children in the Mainstreaming Process: A Psychological and Administrative Perspective.

ED 199 960

A Common Sense Communication Almanac: A Guide for Regular and Exceptional Educators Who Work with Exceptional Children.

ED 199 968

Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.

ED 200 586

Hearing Resource Program, 1979-1980. Report No. 33:10:79/80:003.

ED 199 948

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

Mainstreaming in Business Education. Monograph 135.

ED 199 438

Measuring Attitude Change Toward Special Needs Learners. Final Report.

ED 200 539

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans.

ED 199 977

A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report.

ED 199 990

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.

ED 199 978

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis.

ED 199 979

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.

ED 199 980

Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students.

ED 199 434

Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.

ED 199 784

Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers.

ED 199 568

Working with the Handicapped in the Vocational Home Economics Classroom.

ED 199 470

Majors (Students)

The Political Economy Program: An Informal Guide.

ED 200 106

Malayo Polynesian Languages

Hawaiian Language Program Guide.

ED 200 029

Males

Managerial Styles in Academe: Do Men and Women Differ?

ED 199 794

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

ED 200 098

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?

ED 200 097

Viva La Diferencia! Segundo Modulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers).

ED 200 689

Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien.

ED 199 573

Management Development

The Problem of School People as Political Actors: Some Recommendations.

ED 199 823

Management Information Systems

Developing a Comprehensive Cooperative Education Program: Management Information Systems.

ED 199 513

ISSOE: Managing Student Progress. Field Test. Phase 1, Final Report.

ED 199 527

Program Evaluation in Vocational Rehabilitation: Observations, No. 2.

ED 199 458

Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont.

ED 199 382

Subject Index

Management Systems

Systems Overview. ISSOE: Managing Student Progress.

ED 199 521

Management Teams

The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation.

ED 200 551

Mandarin Chinese

Acquisition of Temporal and Aspectual Distinctions in Mandarin.

ED 200 006

Manitoba

Effects of Collective Bargaining on Teacher-Board Relationship.

ED 199 922

Map Skills

Elementary Map and Globe Skills Program.

ED 200 482

Marine Biology

Coastal Awareness: A Resource Guide for Teachers in Elementary Science.

ED 200 453

Coastal Awareness: A Resource Guide for Teachers in Junior High Science.

ED 200 454

Fairy Tales of the Sea [and] A Guide for Teachers.

ED 200 418

Marital Instability

Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.

ED 199 580

Market Segmentation

An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation.

ED 199 771

Marketing

Marketing Post-Secondary Education in the U.S.A.

ED 200 117

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.

ED 199 422

Marriage

Family Life and Child Development: A Selective, Annotated Bibliography Cumulative Through June 1979.

ED 200 301

Maryland

Maryland Statewide Plan for Postsecondary Education. Second Annual Review.

ED 200 105

1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends.

ED 200 082

Mass Media

Children and Television. A Digest of Events Saluting International Year of the Child.

ED 200 199

The Emergence of Mass Communication Curricula in Illinois Community and Junior Colleges.

ED 199 787

The Environmental Communication Ecosystem: A Situation Report.

ED 200 451

Mass Comm Pact: The Concept of Covenant Between Media and Public.

ED 199 746

Minorities in the Media.

ED 199 790

Minority Broadcasting Ownership.

ED 199 791

Massachusetts

An Analysis of the Learning Resources Programs Provided by the Fifteen Colleges of the Massachusetts Community College System.

ED 200 201

Evaluation of Educational Personnel. A Report of the Massachusetts Board of Education Study Committee. And Supplement.

ED 199 846

Massachusetts Institute of Technology

Program in Science, Technology, and Society.

ED 200 090

Master Plans

Maryland Statewide Plan for Postsecondary Education. Second Annual Review.

ED 200 105

Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/-Community Service Task Force...Master Plan for Lifelong Learning.

ED 200 168

The Regents Statewide Plan for the Development of Postsecondary Education, 1980.

ED 200 103

Masters Degrees

Earned Degrees Conferred 1977-78.

ED 200 154

Employment Attributes of Recent Science and Engineering Graduates. Special Report.

ED 200 123

Masters Programs

Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper.

ED 200 231

Masters Theses

UCLA Graduate Theses in English as a Second Language, 1969-1978.

ED 200 055

Mastery Learning

Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach.

ED 200 640

The Effects of Review Questions and Review Concepts on Retention in a Personalized System of Instruction Class.

ED 200 114

An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting.

ED 200 626

The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement.

ED 200 629

A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting.

ED 200 277

Matching Familiar Figures Test (Kagan)

New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses.

ED 200 608

Material Development

Conceptual-Based Teaching in Industrial Arts.

ED 199 399

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80).

ED 199 530

Outcomes of Occupational Education. Phase II Report.

ED 199 529

Mathematical Applications

Teaching Statistics and Probability: 1981 Yearbook.

ED 200 426//

Mathematical Enrichment

Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436

Teaching Statistics and Probability: 1981 Yearbook.

ED 200 426//

Mathematical Formulas

Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1.

ED 200 645

Mathematical Models

A Comparison of Four Survival Ratio Models for Forecasting School Enrollment.

ED 199 844

An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2.

ED 200 646

Mathematics Instruction

263

The Problems of Multiple Feedback Estimation.

ED 200 621

Mathematical Vocabulary

Learning Partners: Reading and Mathematics.

ED 199 654

Mathematics Anxiety

Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance.

ED 200 557

Math Anxiety and the Student of the '80's.

ED 200 296

A Study of the Relationship between Level of Mathematics Anxiety and Sex, Age, Mathematical Background, and Previous Success in Mathematics.

ED 200 265

Mathematics Curriculum

Integral Elements of an Effective Mathematics Program.

ED 200 415

An International Review of Minimal Competency Programs in Mathematics.

ED 200 438

Recommendations for Mathematics Education: Final Report of the Mathematics Task Force.

ED 200 405

Mathematics Education

An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies.

ED 200 439

Hand-Held Calculators in the Classroom: A Review of the Research.

ED 200 416

Integral Elements of an Effective Mathematics Program.

ED 200 415

An International Review of Minimal Competency Programs in Mathematics.

ED 200 438

The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach.

ED 200 425//

Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey.

ED 200 404

Recommendations for Mathematics Education: Final Report of the Mathematics Task Force.

ED 200 405

Time Out for Problem Solving.

ED 200 417

Mathematics Education Research

An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies.

ED 200 439

Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980.

ED 200 419

Hand-Held Calculators in the Classroom: A Review of the Research.

ED 200 416

Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey.

ED 200 404

Recommendations for Mathematics Education: Final Report of the Mathematics Task Force.

ED 200 405

Time Out for Problem Solving.

ED 200 417

Mathematics Instruction

Combining Basic Business Math and Electronic Calculators.

ED 200 274

Education for the Gifted in Science and Mathematics. Revised.

ED 199 938

Finger Mathematics: A Method for All Children.

ED 200 422

Hand-Held Calculators in the Classroom: A Review of the Research.

ED 200 416

An International Review of Minimal Competency Programs in Mathematics.

ED 200 438

Learning Partners: Reading and Mathematics.
ED 199 654
The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach.

ED 200 425//
Mathematics in an Individualized Self-Paced Format.

ED 200 287
Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436
A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report.

ED 199 990
Teaching Statistics and Probability: 1981 Yearbook.

ED 200 426//
Time Out for Problem Solving.

ED 200 417
Using the Computer to Foster Creative Interaction among Students.

ED 200 243
1980 Ohio Regional Conferences on Mathematics Education.

Mathematics Materials

Helping Your Child Achieve in School.
ED 200 314

Mathematics Teachers

National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23.

ED 200 443

Measurement

The Ohio School Library/Media Test and Manual.
ED 200 240

Measurement Techniques

Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods.

ED 200 173
Oral Communication Apprehension: Reconceptualization and a New Look at Measurement.
ED 199 788

Meat

Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes.
ED 199 483

Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products.
ED 199 485

Meat Cutters

Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes.
ED 199 483

Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety.
ED 199 484

Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products.
ED 199 485

Media Ownership

Minority Broadcasting Ownership.
ED 199 791

Media Research

Film Attendance: Why College Students Chose to See Their Most Recent Film.
ED 199 770

Foreign News Agency Influences on a Developing Country Press (Egypt).
ED 199 734

Media Selection

Educational Slides: Form and Function.
ED 200 189

Survival Strategies for Successful Learning Lab Management.
ED 200 260

Media Specialists

Salaries and Related Information for Kansas School Library Media Directors in 1978-1979.
ED 200 212

Medical Care Evaluation

The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication.
ED 200 052

Health, United States, 1980, With Prevention Profile.
ED 200 566

Medical Education

The Current Status and Future of Academic Obstetrics.
ED 200 151

Occupational and Environmental Health: A Resource Guide for Health Science Students.
ED 199 449

A Report on Health Sciences Education Planning for California: 1980-1982.
ED 200 140

Medical Evaluation

Electroencephalographic Assessment in Vocational Counselling. Special Report.
ED 199 385

Medical Research

Brain Research and Learning.
ED 200 562

Medical School Faculty

Faculty Workshop on Clinical Instruction for Podiatric Medical Education. Final Report and Proceedings (June 30, 1979).
ED 200 159

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979.
ED 200 132

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979.
ED 200 133

Preparing Students for Their Initial Patient Encounter-An Innovative Approach.
ED 200 185

Medical Schools

The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance.
ED 200 162

A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980.
ED 200 176

A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980.
ED 200 177

Medical Services

Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13.
ED 199 379

Medical Students

Preparing Students for Their Initial Patient Encounter-An Innovative Approach.
ED 200 185

Medical Technologists

Medical Service Clinical Laboratory Procedure-Hematology.
ED 200 431

Medical Service Clinical Laboratory Procedures-Bacteriology.
ED 200 432

Medical Service Clinical Laboratory Procedures-Parasitology.
ED 200 430

Medical Service Clinical Laboratory Procedures-Serology.
ED 200 429

Teaching Techniques in Clinical Chemistry.
ED 200 457

Medicine

Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition.
ED 200 427

Sex Stereotyping in Drug Advertisements: Evaluation of the Informal Curriculum.
ED 200 480

Memorization

Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.
ED 199 667

Memory

Memory Processes and the Integration of Attitudinal and Behavioral Information.
ED 199 605

Mental Disorders

Electroencephalographic Assessment in Vocational Counselling. Special Report.
ED 199 385

Mental Health

Medical Handbook for Pilots.
ED 200 433

Mental Retardation

Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.
ED 199 667

Proceedings of a National Multicultural Seminar on Mental Retardation among Minority Disadvantaged Populations (Norfolk, Virginia, October 10-12, 1977).
ED 199 953

Production Scheduling for Rehabilitation Workshops.
ED 199 539

We Killed Them: Trials and Tribulations of a Special Olympic Basketball Team.
ED 199 952

Merchandising

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.
ED 199 422

Supplement for Teaching Distributive Education II: Course of Study.
ED 199 469

Merchant Marines

Sea Training at Maritime Academies Oversight. Hearings Before the Ad Hoc Select Subcommittee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, House of Representatives, Ninety-Sixth Congress, Second Session on Sea Training of United States Merchant Marine Officers and Different Ways of Satisfying This Requirement at the Various Maritime Academies.
ED 200 444

Mercy College NY

Structuring an Adult Learning Environment.
ED 199 658

Merit Pay

Merit Pay. Research Action Brief Number 15.
ED 199 828

Meta Analysis

Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.
ED 200 647

Metacognition

Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?
ED 199 635

Metacomprehension

Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190.
ED 199 661

Metalinguistics

Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?
ED 199 635

Writing Redux.
ED 199 699

Subject Index

Metals

- Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair.
ED 199 495

Metanarration

- Interjected Routines as Metanarrative Commentary.
ED 199 996

Methods

- Planning and Development of a Conservation Facility.
ED 200 239

Methods Courses

- Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance.
ED 200 557
Relations Between Early Field Experiences and Performance in Subsequent Coursework.
ED 200 525
The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

Metric System

- Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey.
ED 200 404

Mexican Americans

- Chicano Sociolinguistics: A Brief Introduction.
ED 200 013//
Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.
ED 200 354
Psycho-Social Influences on the Accomplishments of Mexican-American Students.
ED 200 355
The Study of Ethnic Groups.
ED 200 091

Mexicans

- Folklore de Mexico (Folklore of Mexico).
ED 200 350

Mexico

- Folklore de Mexico (Folklore of Mexico).
ED 200 350

Mexico (Oaxaca)

- Folklore de Mexico (Folklore of Mexico).
ED 200 350

Michigan

- The Michigan Teacher and Tenure. A Study of The Michigan Teachers' Tenure Act 1980.
ED 199 821

Michigan (Berrien County)

- Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22.
ED 199 869

Michigan (Flint)

- Flint, Michigan, Community Schools. Technical Assistance Bulletin 21.
ED 199 868

Microbiology

- Medical Service Clinical Laboratory Procedures-Bacteriology.
ED 200 432

Microcomputers

- Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future.
ED 200 187
Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. Executive Summary.
ED 200 188
Desk Top Computers.
ED 200 275
Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.
ED 200 449
Micro-Computer Tutorial Assistance Project.
ED 200 284
Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90, Villanova University. Fall Term, 1980.
ED 200 194

Microteaching

- An Exemplary Introductory Course For Secondary Education Majors.
ED 200 540

Middle Aged Adults

- Preretirement Education and Counseling.
ED 199 611

Middle Management

- Business Department Chairperson: An Administrator or a Teacher?
ED 200 181

Middle Schools

- An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting.
ED 200 626
Good Schools for Middle Grade Youngsters: Characteristics, Practices, and Recommendations.
ED 199 816
The Middle School: A Look Ahead.
ED 199 818
The Middle School in Profile: A Day in the Seventh Grade.
ED 199 817
Middle School Research: Selected Studies 1977-79.
ED 199 819
Middle School Research Studies, 1980.
ED 199 820
Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science.
ED 200 448

Migrant Adult Education

- Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden, May 15-17, 1979).
ED 200 378

Migrant Children

- A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report.
ED 199 976

Migrant Problems

- Refugee Settlers: Some Aspects of Australia's Changed Institutional Response.
ED 200 383

Migration

- A Bibliography on Refugees as It Appeared in UNHCR Newspaper No. 4, October-November, 1980. A Selection with Comments by Professor Barry Stein of Michigan State University, USA.
ED 200 671
La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismica Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.)
ED 200 668

Mild Mental Retardation

- Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement.
ED 199 950
Can Research Help Mentally Handicapped Learners Explore Careers?
ED 199 541
Validation of a Weight Reduction Treatment Package for the Retarded.
ED 199 962

Military Personnel

- National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980).
ED 199 402
A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs.
ED 199 672
Standard First Aid Training Course. Naval Education and Training Command Rate Training Manual.
ED 200 434

Military Schools

- Sea Training at Maritime Academies Oversight. Hearings Before the Ad Hoc Select Subcommittee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, House

Minority Groups

265

- of Representatives, Ninety-Sixth Congress, Second Session on Sea Training of United States Merchant Marine Officers and Different Ways of Satisfying This Requirement at the Various Maritime Academies.
ED 200 444

Military Training

- Sea Training at Maritime Academies Oversight. Hearings Before the Ad Hoc Select Subcommittee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, House of Representatives, Ninety-Sixth Congress, Second Session on Sea Training of United States Merchant Marine Officers and Different Ways of Satisfying This Requirement at the Various Maritime Academies.
ED 200 444
Structured Interview Methodology for Collecting Training Feedback Information.
ED 199 537

Miners

- An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training.
ED 199 565

Minicomputers

- Computer Aided Authoring and Editing. Technical Note 1-81.
ED 200 247
Data Input for Libraries: State-of-the-Art Report.
ED 200 216

Minimum Competencies

- An International Review of Minimal Competency Programs in Mathematics.
ED 200 438

Minimum Competency Testing

- An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies.
ED 200 439
Defining the Basic Writing Student by Count.
ED 199 725

Mining

- Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978.
ED 199 511

Minnesota

- Public School Educators in Minnesota. Final Report.
ED 199 917

Minority Group Teachers

- Issues of Common Concern: A Report of the HCEEP Minority Leadership Workshop.
ED 199 946

Minority Groups

- Cohesion in English: A Key to the Way Our Culture Thinks?
ED 199 726
Culturally Diverse Exceptional Children in School.
ED 199 993
An Experimental Engineering Technology Career Program for Disadvantaged Minority Students.
ED 200 395
Le francais parle en situation minoritaire: Volume II (Spoken French in a Minority Situation).
ED 200 017
Minority Broadcasting Ownership.
ED 199 791
Proceedings of a National Multicultural Seminar on Mental Retardation among Minority Disadvantaged Populations (Norfolk, Virginia, October 10-12, 1977).
ED 199 953
Race Relations in Britain.
ED 200 655
The Retention Committee, University of Pittsburgh. A Report to the Provost.
ED 200 178
1980 MRDAC Resource Library Annotated Bibliography.
ED 200 666

Missouri

Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report. July 1, 1976 through June 30, 1979.

ED 199 951

Mnemonics

Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.

ED 199 667

Modal Auxiliary Verbs

The Other "Come" in Black English.

ED 200 046

Models

Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. 1.

ED 199 387

Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach.

ED 200 640

Comparisons of Selected Instructional Television Networks: Programming, Management, and Funding Models.

ED 200 190

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts.

ED 199 956

A Critique of Readers as Models for Composition.

ED 199 727

Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System.

ED 199 836

Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Reference and Resource Series.

ED 200 512

Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups. Final Report, May 15, 1978-September 30, 1979.

ED 199 538

Futures Research: Financial Planning. Research Report.

ED 199 894

Measuring Program Implementation in Seven Follow Through Models.

ED 200 634

A Model for the Delivery of Service to Children with Learning Disabilities: A Growing International Problem.

ED 199 944

A Partial Reading Model Utilizing Language Unit Size by Frequency.

ED 199 655

Program Evaluation in Distance Education: Against the Technologisation of Reason.

ED 200 488

Program Evaluation in Vocational Rehabilitation: Observations, No. 2.

ED 199 458

Student Decision-Making. ISSOE: Managing Student Progress.

ED 199 520

Testing a Hierarchical Model of Word Identification.

ED 199 685

Three-Dimensional LIFT Model: A Gifted-Talented High School Program.

ED 199 940

The Use of Prose Models in Teaching Composition.

ED 199 715

Working on Working. Innovators of Vocational Programs for Handicapped High School Students.

ED 199 433

Moderate Mental Retardation

A Description of Moderately Mentally Retarded Adolescents' Responses to Written Language.

ED 199 939

Validation of a Weight Reduction Treatment Package for the Retarded.

ED 199 962

Modern Language Curriculum

Foreign Language Framework for California Public Schools: Kindergarten through Grade Twelve.

ED 200 040

French Language Program Guide.

ED 200 027

German Language Program Guide.

ED 200 028

Hawaiian Language Program Guide.

ED 200 029

Japanese Language Program Guide.

ED 200 030

Russian Language Program Guide.

ED 200 031

Spanish Program Guide.

ED 200 032

Modernization

Modernization and Japan: A Two-Week Unit for High School Social Studies. Service Center Papers on Asian Studies, No. 10.

ED 200 491

Money Management

An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers.

ED 199 544

A Manual for Youth in SYEP.

ED 199 557

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6.

ED 199 417

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2.

ED 199 420

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

ED 199 421

Montana

Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1978.

ED 200 353

Moral Issues

A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education.

ED 200 163

Moral Majority

Forty Targets of the Textbook Protesters.

ED 199 716

Moral Values

"But Teach, You Ain't Listenin'" or How to Cope with Violence in a Public School Classroom.

ED 200 549

Censorship: A Multicultural Issue.

ED 199 751

Morison (Samuel Eliot)

Samuel Eliot Morison: The Man, the Historian, the Literary Artist and the Educator.

ED 200 458

Mosquitoes

Mosquitoes: A Resource Book for the Classroom.

ED 200 392

Mother Attitudes

Factors Affecting the Life Plans of Low-Income Rural Youth.

ED 200 371

Mothers

The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia.

ED 200 340

Motion

Infants' Perception of Visual Movement: A Review and Theoretical Analysis.

ED 200 321

Motivation Techniques

The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication.

ED 200 052

Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average.

ED 199 764

Writing: Different Motivational Approaches.

ED 199 695

Motor Vehicles

Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions.

ED 199 491

Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body.

ED 199 493

Mott Foundation

Flint, Michigan, Community Schools. Technical Assistance Bulletin 21.

ED 199 868

Multicollinearity

The Problems of Multiple Feedback Estimation.

ED 200 621

Multicultural Education

Culturally Diverse Exceptional Children in School.

ED 199 993

Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment.

ED 200 386

Global Classroom Resource Guide.

ED 200 509

Multicultural Education for Practitioners.

ED 200 477

Project BETA. Community School Board District 6, Manhattan. Evaluation Report, 1979-80.

ED 200 701

R&D Speaks: Bilingual/Multicultural Education. Conference Proceedings (Austin, Texas, November 12-13, 1979).

ED 200 011

Title VII Bilingual Educational Approach (B.E.A.). Community School District 28. Final Report, 1979-1980.

ED 200 699

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide.

ED 200 352

Multifeature Vocabulary Analysis Grid

Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth.

ED 199 645

Multigraded Classes

The PANG Project. Process Analysis of Non-Grading. Project No. 214.

ED 200 613

Multilingualism

Chicano Sociolinguistics: A Brief Introduction.

ED 200 013//

Multimedia Instruction

Tillamook's Learning Disabilities Program for Secondary Students. OSSC Bulletin, Vol. 24, No. 5.

ED 199 889

Multiple Choice Tests

Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety.

ED 200 633

Some Advantages of Alternate-Choice Test Items.

ED 200 648

Multiple Disabilities

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.

ED 199 983

Human Service Technician Project. Final Project Report, June 1978-May 1980.

ED 199 982

Muscular System

Bilingual Skills Training Program. Barbering-/Cosmetology. Module 6.0: Muscular System.

ED 199 503

Subject Index

New York

267

Mutual Intelligibility

- Mass Comm Pact: The Concept of Covenant Between Media and Public. ED 199 746

Mythology

- Mythology in American Education. ED 199 935//

Narration

- Aesthetic Patterning of Verbal Art and the Performance-Centered Text. ED 200 051
Aspects semiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks). ED 200 021
Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197. ED 199 668
Interjected Routines as Metanarrative Commentary. ED 199 996
Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature. ED 199 742

National Center for Research Vocational

Education

- Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education. ED 199 543
Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory. ED 199 560

National Commission Employment

Unemployment Stats

- The Unemployment Numbers Is the Message. Occasional Paper No. 38. ED 199 432

National Defense

- Defense Technical Information Center Referral Data Bank Directory. ED 200 256

National Diffusion Network

- The National Diffusion Network; A Network Assisting Schools to Adopt Exemplary Programs. ED 200 639
Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability. ED 200 182

National Institute of Education

- Workplace Perspectives on Education and Training. Volume I. ED 200 143//

National Norms

- Health, United States, 1980, With Prevention Profile. ED 200 566

National Organizations

- Conceptual Considerations of Ethnicity: Past, Present, and Future. ED 200 678//

National Reading Conference

(Organization)

- Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference. ED 199 630

National Surveys

- Child Care Centers Sponsored by Employers and Labor Unions in the United States. ED 200 331
The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education. ED 200 083
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23. ED 200 443
National TAFE Clearinghouse (Australia)
The Planning and Implementation of an Australian TAFE Clearinghouse System. ED 199 553

National Union Catalog

- National Union Catalog Experience: Implications for Network Planning. Network Planning Paper No. 6. ED 200 219

National Writing Project

- In Search of the "Write" Way. ED 199 713

Nationwide Networks

- A Nationwide Network: Development, Governance, Support. ED 200 210

Native Language Instruction

- Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80. ED 200 705
Le français parle en situation minoritaire: Volume II (Spoken French in a Minority Situation). ED 200 017
Les écoles secondaires de langue française en Ontario: Dix ans après (French Language Secondary Schools in Ontario: Ten Years Later). ED 200 037
The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2. ED 200 034

Natural Language

- Linguistic Analysis of Natural Language Communication with Computers. ED 200 050

Navy

- A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs. ED 199 672

Needs Assessment

- Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. I. ED 199 387
Community Needs Assessment Surveys. Fact Sheet No. 1. ED 200 299
Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System. ED 199 836
Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups. Final Report, May 15, 1978-September 30, 1979. ED 199 538
East Oak Cliff Subdistrict Governance (Management) System. Toward a Self Correcting, Self Renewing Educational System. ED 199 845//
Foreign Languages in Education. NCLE Papers and Reports 1. ED 200 033
Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State. ED 200 109
Languages, Education and Industry: A Summary of Reports and Conferences. ED 200 016
Our Foreign Language Illiteracy: International Implications. ED 200 022
An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process. ED 200 087
P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations. ED 199 969
Preretirement Education and Counseling. ED 199 611
A Prescriptive Model for Determining Professional Development Needs of Principals. ED 199 929
The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55. ED 199 808

- Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980. ED 200 134

- Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980. ED 200 135

- Recommendations for Mathematics Education: Final Report of the Mathematics Task Force. ED 200 405

- RIPPS Student Selection Process. Monograph 8. ED 199 684

- School Climate Assessment Programs. Technical Assistance Bulletin 38. ED 199 883

Negotiation Agreements

- Bargaining Tactics. A Reference Manual for Public Sector Labor Negotiations. ED 199 897//

- Effects of Collective Bargaining on Teacher-Board Relationship. ED 199 922

- A Study of Professional Attitudes of Teachers in the Cumberland County and Putnam County Public School Systems in Tennessee. ED 199 915

Negotiation Impasses

- Bargaining Tactics. A Reference Manual for Public Sector Labor Negotiations. ED 199 897//

Neighborhood Improvement

- Conceptual Considerations of Ethnicity: Past, Present, and Future. ED 200 678//

Neighborhood Integration

- With Roots Entwined: Intergroup Relations in Urban Ethnic America. ED 200 677//

Nervous System

- Bilingual Skills Training Program. Barbering/Cosmetology. Module 5.0: Nervous System. ED 199 501

Networking

- The Token Ineffectual: The Woman in Academe. ED 199 602

Networks

- Significant Inservice Delivery System Designs for Geographically Isolated School Personnel. ED 200 569
Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14. ED 199 863

Neurological Organization

- Brain Research and Learning. ED 200 562
Negative Component of Visual Evoked Potential in Children with Cognitive Evoking. ED 200 300
Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education. ED 200 402

Nevada

- Taxing & Spending in the Silver State. ED 199 807

New Hebrides

- Mele-Maat: First Year Evaluation of a British Primary School in the New Hebrides. ED 200 318

New Mexico

- Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy. ED 200 373

New York

- Dictionary Catalog of Official Publications of the State of New York. Monographs Cataloged by the New York State Library, 1980, No. 2, January 1, 1980 to July 11, 1980. ED 200 250
Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980. ED 200 081

- The Regents Statewide Plan for the Development of Postsecondary Education, 1980. ED 200 103
- New York City Board of Education**
The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79. ED 199 896
- News Agencies**
Foreign News Agency Influences on a Developing Country Press (Egypt). ED 199 734
- News Media**
The Environmental Communication Ecosystem: A Situation Report. ED 200 451
Litigation Costs and Self-Censorship. ED 199 783
Lyndon Johnson's Press Conferences. ED 199 798
- News Reporters**
The Protection of Journalists. New Communication Order 4. ED 199 696
- News Reporting**
Audience-Based Composition: The Freshman Writer and the Professional Journalist. ED 199 706
Litigation Costs and Self-Censorship. ED 199 783
Political News on Television: A Closer Look at Audience Use and Avoidance Orientations. ED 199 786
- News Writing**
Basic Publication Fundamentals. ED 199 747
- Newspapers**
American Higher Education in 1975 and 1976: The Academy's Response to Continuing Kondratieff Recession as Reported in "The Times Higher Education Supplement" (London). ED 200 169
Foreign News Agency Influences on a Developing Country Press (Egypt). ED 199 734
- Non English Speaking**
A Vitalized Transitional Program for Bilingual High School Students. George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980. ED 200 703
- Nondirective Counseling**
Teacher Induction: An Aspect of the Education and Professional Development of Teachers. ED 200 515
- Nondiscriminatory Education**
A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools. ED 200 662
Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students. ED 200 663
- Nonfiction**
The Best of Children's Books, 1964-1978. ED 199 754
Bibliography of Books for Children. ED 199 755
- Noninstructional Responsibility**
Business Department Chairperson: An Administrator or a Teacher? ED 200 181
Vocational Instructor's Survival Guide. ED 199 406
- Nonrandom Selection**
Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980. ED 199 457
- Nontraditional Education**
Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37. ED 199 882

- The Free University: A Model for Lifelong Learning. ED 200 166//
Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980. ED 200 387
A Survey of Student Rights in a Public and Alternative High School. ED 199 592
The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36. ED 199 881
- Nontraditional Occupations**
Changes and Contradictions in Children's Sex-Role Concepts. ED 199 594
The Evolution of Roles and Aspirations: Burgeoning Choices for Females. ED 200 110
Sex-Composition of Occupation and the Determinants of Women's Earnings. ED 199 562
Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students. ED 200 663
- Nontraditional Students**
Adults as Learners. Increasing Participation and Facilitating Learning. ED 200 099//
Building Success in the Classroom. ED 200 267
Structuring an Adult Learning Environment. ED 199 658
- Nonverbal Communication**
The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension. ED 199 778
How to Learn a Foreign Language. ED 200 038//
Say It With More Than Words. ED 199 597
- Norm Referenced Tests**
An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2. ED 200 646
Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1. ED 200 645
A Review of Assessment Instruments and Procedures for Young Exceptional Children. ED 199 987
- Normalization Regression Estimation**
The Problems of Multiple Feedback Estimation. ED 200 621
- Normative Statements**
On the Nature of Normative Statements. ED 200 638
- North America**
Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison. ED 200 164
- North American English**
Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review. ED 200 059
University of South Alabama Dialect Tape Center: Audio Tape Resources. ED 199 782
- North Americans**
Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980. ED 200 700
- Notional Functional Syllabi**
Competence communicative et acquisition des vocabulaires (Communicative Competence and Vocabulary Learning). ED 200 019

- Nova Scotia**
Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20. ED 200 343
- Novels**
Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average. ED 199 764
- Number Concepts**
Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980. ED 200 419
- Nurses**
Nursing Education in Alabama: Supply and Demand, Quality of Programs and Minority Representation. ED 200 131
- Nursing**
Health Occupations in Illinois: Executive Summary. ED 199 508
- Nursing Education**
Nursing Education in Alabama: Supply and Demand, Quality of Programs and Minority Representation. ED 200 131
A Report on Health Sciences Education Planning for California: 1980-1982. ED 200 140
- Nutrition**
Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual. ED 199 622
Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2. ED 200 559
- Nutrition Instruction**
Nutrition Education: Selected Resources. Bibliographies. ED 200 521
- Oakland Unified School District CA**
School-Community Cooperation: Oakland's Adopt-a-School Program. Technical Assistance Bulletin 25. ED 199 872
- Objective Tests**
Answer Changing Behavior on Objective Tests: What is Our Responsibility? ED 199 638
Guidelines for Objective Testing of Students. ED 200 628
Some Advantages of Alternate-Choice Test Items. ED 200 648
- Observation**
Practical Parenting Instructional Code. Revised Edition. ED 200 323
- Observational Learning**
Learning How to Teach: Processes, Effects, and Criteria. ED 200 516
- Obstetrics**
The Current Status and Future of Academic Obstetrics. ED 200 151
- Occupational Aspiration**
Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States. ED 200 374
Factors Influencing the Vocational Aspirations of Victorian Year 9 Students. ED 199 447
The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth. ED 199 598
Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students. ED 200 354

Subject Index

The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education.

ED 199 407

Occupational Health

Occupational and Environmental Health: A Resource Guide for Health Science Students.

ED 199 449

Occupational Home Economics

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual.

ED 199 619

Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II—Home Economics.

ED 200 089

Working with the Handicapped in the Vocational Home Economics Classroom.

ED 199 470

Occupational Information

Health Occupations in Illinois: Executive Summary.

ED 199 508

Occupational Tests

A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination.

ED 199 843

Occupations

Employment and Ethnicity.

ED 200 683//

Oceanography

Coastal Awareness: A Resource Guide for Teachers in Elementary Science.

ED 200 453

Coastal Awareness: A Resource Guide for Teachers in Junior High Science.

ED 200 454

Fairy Tales of the Sea [and] A Guide for Teachers.

ED 200 418

Sea Training at Maritime Academies Oversight. Hearings Before the Ad Hoc Select Subcommittee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, House of Representatives, Ninety-Sixth Congress, Second Session on Sea Training of United States Merchant Marine Officers and Different Ways of Satisfying This Requirement at the Various Maritime Academies.

ED 200 444

Office Management

Office Automation Pilot: A Paperless Approach at College of DuPage.

ED 200 278

Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.

ED 200 134

Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.

ED 200 135

Office Occupations Education

Mainstreaming in Business Education. Monograph 135.

ED 199 438

New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.

ED 199 526

Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978.

ED 199 511

Ohio

Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.

ED 200 529

University of Cincinnati, Central Library, Computerized Bibliographic Retrieval Services: Evaluative Report, July 1979-August 1980.

ED 200 253

Oklahoma

Oklahoma's Quest for Quality.

ED 200 541

Older Adults

The Aged and Aging Developmentally Disabled: An Exploration Into Issues and Possibilities.

ED 199 589

An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers.

ED 199 544

Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).

ED 199 405

Participation Motivations of Older Adult Learners.

ED 199 404

Person-Environment Congruence in Residences for the Elderly.

ED 199 575

Physical and Psychological Decrements Affecting Reading in the Aged.

ED 199 633

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

ED 199 570

On Campus Students

The Impact of Triple Room Assignment on Students at Rutgers and Douglass Colleges.

ED 200 186

On the Job Training

Training for School Bus Safety. Technical Assistance Bulletin 30.

ED 199 875

One Parent Family

Parent Imprisonment and Child Socialization Research Project. Executive Summary.

ED 200 319

Parent Imprisonment and Child Socialization Research Project. Final Report.

ED 200 308

Online Systems

BRS Mini-Manual: A Brief Guide to User Commands.

ED 200 220

CSUC Standard for the CLSI Expanded Title Record.

ED 200 248

Data Input for Libraries: State-of-the-Art Report.

ED 200 216

DOBIS-WLN Impact Study. Report.

ED 200 205

Proposal to Fund the Establishment of a Computer Based Library Service Utility in British Columbia.

ED 200 206

RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Federation and Greater Victoria Public Library.

ED 200 207

Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California).

ED 200 254

University of Cincinnati, Central Library, Computerized Bibliographic Retrieval Services: Evaluative Report, July 1979-August 1980.

ED 200 253

Ontario

A Future of Lost Opportunities? Brief to the Ontario Council on University Affairs.

ED 200 160

Le français parle en situation minoritaire: Volume II (Spoken French in a Minority Situation).

ED 200 017

Les écoles secondaires de langue française en Ontario: Dix ans après (French Language Secondary Schools in Ontario: Ten Years Later).

ED 200 037

Organizational Effectiveness

269

Ontario (Toronto)

Final Report of Sub-Committee on Race Relations.

ED 200 650

Open Road Student Involvement Project

The Open Road Student Involvement Project. Technical Assistance Bulletin 29.

ED 199 874

Operating Expenses

University Finance: A Statistical Profile.

ED 200 148

Operation Stay in School

Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15.

ED 199 864

Operations Research

National Union Catalog Experience: Implications for Network Planning. Network Planning Paper No. 6.

ED 200 219

Opinions

Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression.

ED 199 802

Local Opinion Surveys for Career Education.

ED 199 455

Optometry

Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report.

ED 200 095

A Regional Plan for Optometric Education in the West.

ED 200 136

Oral History

The Community: Education on a Grassroots Level.

ED 200 276

Oral Literature

Aesthetic Patterning of Verbal Art and the Performance-Centered Text.

ED 200 051

Oral Reading

The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians.

ED 199 650

Organization

Confirming Story Grammar Structures.

ED 199 643

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5.

ED 199 416

Organizational Communication

Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick?

ED 199 773

Organizational Communication Research: An Exploratory Application of a Conceptual Model for an Organized Knowledge Base.

ED 199 919

Organization Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors.

ED 199 800

The Secretary as an Information Resource.

ED 200 047

Written Communication at the Managerial and Technical Levels: A Case Study. Working Paper 413.

ED 199 749

Organizational Development

Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization.

ED 200 145

Strategies for Change.

ED 200 113

Organizational Effectiveness

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary.

ED 200 661

- An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process. ED 200 087
- Organizational Objectives**
A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee. ED 200 161
University of Waterloo Library: Statement of Goals and Objectives. ED 200 193
- Organizational Theories**
A Health Education Cadre for Health Maintenance Organizations. ED 200 579
- Organizations (Groups)**
Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick? ED 199 773
Resource Notebook. ED 199 912
- Orientation**
Public Library Trustees and Commissioners Tool Kit: Orientation Guidelines. ED 200 252
- Orthographic Redundancy**
Testing a Hierarchical Model of Word Identification. ED 199 685
- Orthographic Symbols**
What Good is Orthographic Redundancy? Technical Report No. 192. ED 199 663
- Orthopedics**
Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13. ED 199 379
- Oscilloscopes**
Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope. ED 199 492
- Outcomes of Education**
Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners. ED 200 524
Computer Managed Instruction in the Navy: II. A Comparison of Two Student/Instructor Ratios in CMI Learning Centers. Technical Report. ED 200 226
Developing Student Profiles. ISSOE: Managing Student Progress. ED 199 517
Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education. ED 199 543
The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202. ED 199 435
Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218. ED 199 441
Outcomes of Occupational Education. Phase II Report. ED 199 529
Outcomes of Occupational Education. Phase I Report. ED 199 528
Path Analysis of Variables Associated with CETA Training Program. ED 199 436
Productivity: Vocational Education's Role. Information Series No. 223. ED 199 446
Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187. ED 199 431
- Outdoor Activities**
The Adventure Book—A Curriculum Guide to School Based Adventuring with Troubled Adolescents. ED 200 381

Outdoor Education

The Development and Evaluation of the Wilderness Experience Program. ED 200 366

Project Adventure Summer Trip—June 25-July 16, 1972. ED 200 365

Project BACSTOP Evaluation Report 1973-1974. ED 200 346

Some Important Considerations in the Development of a Camping Program for Special Education Audiences. ED 200 377

Outlining

Rhetorical Invention: Implications for Rewriting. ED 199 728

Outreach Programs

Communication Training/Consulting: A Case Study in Training Real Estate Agents. ED 199 792

Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report. July 1, 1976 through June 30, 1979. ED 199 951

Interface in Retrospect, 1978-1980. ED 200 289

Ownership

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5. ED 199 416

Paces College Student Experiences

Questionnaire
The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often"? ED 200 620

Pacific Americans

Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project. ED 200 653

Pacing

Changing Teacher Behavior: A Challenge for the 1980's. ED 200 596

Effects of Deadlines on Proctors in a Personalized Psychology Course. ED 200 150

Pakistan

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 13, No. 4, 1979. Period Covered October-December, 1979. ED 200 507

Palestinians

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency. ED 200 349

Panjabi

An English-Panjabi Dictionary. ED 200 025//

Paper and Pencil Tests

The Influence of Perceptual Speed on Performance Versus Paper-And-Pencil Measures of Spatial Ability. Technical Report 1981-4. ED 200 630

Paragraph Composition

Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing. ED 200 060

Paralinguistics

Aesthetic Patterning of Verbal Art and the Performance-Centered Text. ED 200 051

Paraprofessional Personnel

Energy Management Technician Curriculum Development. Final Report. ED 199 462

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report. ED 199 983

Human Service Technician Project. Final Project Report, June 1978-May 1980. ED 199 982

Parasitology

Medical Service Clinical Laboratory Procedures—Parasitology. ED 200 430

Parent Attitudes

Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment. ED 200 386

Parents' View of Parent Involvement in Early Education Programs. ED 200 326

Problem-Oriented Parent Conferences: A Training Strategy for School Personnel. ED 199 608

Survey of Secondary School Perceptions. Research Report. ED 199 893

Parent Child Relationship

Comprehensive Treatment of Runaway Children and Their Parents. ED 199 581

A Conceptual Model of Integrated Child and Family Therapy. ED 199 577

Fathering: The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development. ED 200 317

Parenting. Monograph 5. ED 199 682

Parent Conferences

Parenting. Monograph 5. ED 199 682

Parent Education

For Parents Only: Learning Packets to Aid Understanding of Specific Learning Disabilities and Parental Rights. ED 199 945

Parent-Infant Early Education Program, Central Institute for the Deaf, St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979. ED 199 957

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home. ED 199 991

A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report. ED 200 651

Parent Infant Early Education Program

Parent-Infant Early Education Program, Central Institute for the Deaf, St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979. ED 199 957

Parent Influence

Classroom Reading Performance of Children in Relationship to Age Differences within Grades. ED 199 671

The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth. ED 199 598

Parent Materials

For Parents Only: Learning Packets to Aid Understanding of Specific Learning Disabilities and Parental Rights. ED 199 945

Parent Participation

An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions. ED 200 316

Child Care Centers Sponsored by Employers and Labor Unions in the United States. ED 200 331

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary. ED 200 661

Subject Index

Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher. ED 200 062
Parents' View of Parent Involvement in Early Education Programs.

ED 200 326
Relevance and Curriculum: Making the Five R's Meaningful. ED 199 931

Parent Role

Fathering: The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development. ED 200 317

For Parents Only: Learning Packets to Aid Understanding of Specific Learning Disabilities and Parental Rights. ED 199 945

Helping Your Child Achieve in School. ED 200 314

Kindergarten-How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook. ED 199 678

A Parent Guide to Title IX. ED 200 673

Parenting. Monograph 5. ED 199 682

Parents' View of Parent Involvement in Early Education Programs. ED 200 326

Talking with Your Child: A Manual for Parents. ED 200 329

Too Late at Eight: Prevention and Intervention, Young Children's Learning Difficulties. ED 199 988

Parent School Relationship

A Parent Guide to Title IX. ED 200 673

TEFL/TESL Newsletter, Volume 2, Number 4. ED 199 999

Parent Student Relationship

An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions. ED 200 316

Parenting. Monograph 5. ED 199 682

Parent Teacher Conferences

Problem-Oriented Parent Conferences: A Training Strategy for School Personnel. ED 199 608

Say It With More Than Words. ED 199 597

Parenthood Education

Parenting. Monograph 5. ED 199 682

Parents

Practical Parenting Instructional Code. Revised Edition. ED 200 323

Park Design

Camp Unit Design Guidelines. ED 200 513

Part Time Faculty

Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs. ED 199 394

Part Time Students

The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences. ED 200 084

Participant Characteristics

Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221. ED 199 444

Participation Motivations of Older Adult Learners. ED 199 404

Participant Satisfaction

The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202. ED 199 435

Project Adventure Summer Trip-June 25-July 16, 1972. ED 200 365

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11. ED 200 282

Partnership for Rural Improvement

Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979. ED 200 344

Partnership Teachers

Job Sharing Pilot Project in the Department of Education: Final Evaluation. A Report to the Legislature of the State of Hawaii. No. 81-10. ED 199 531

Path Analysis

Educational Evaluation and Training: The Heuristic Value of Causal Modeling. ED 200 644

Patient Education

Education in the Medical Care Setting: Perceptions of Selected Physicians. ED 199 459

Selected Sources of Instructional Materials. A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education. ED 200 552

Pattern Recognition

Confirming Story Grammar Structures. ED 199 643

Peace

International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (UNESCO House, Paris, September 8-12, 1980). Final Report. ED 200 478

Pediatrics

The Current Status and Future of Academic Obstetrics. ED 200 151

Peer Acceptance

Assessment of Classroom Status: Using the Perception of Social Closeness Scale. ED 200 616

Teacher Induction: An Aspect of the Education and Professional Development of Teachers. ED 200 515

Peer Counseling

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22. ED 199 869

Peer Group Counseling 1980-81. ED 199 586

People Helping People: A Facilitator's Guide and Training Module for a Peer Helper Training Program. ED 200 269

Peer Influence

Faculty Cultures and Instructional Practices. ED 200 179

The Reasons Why Farm Children Drop Out of School. ED 200 380

Peer Teaching

Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children. ED 199 992

Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation. ED 200 094

Pennsylvania

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume

Personality Assessment

271

15, Number 3.

ED 199 378
Correlates of Reading and Writing Achievement. ED 199 642

A Directory of Library Instruction Programs in Pennsylvania Academic Libraries. ED 200 225

Pennsylvania Educational Quality

Assessment

An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment. ED 200 627

Percentile Ranks

An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment. ED 200 627

Perception

Cross-linguistic Studies of Infant Speech. Perception: The Role of Linguistic Experience. ED 200 018

Perception of Social Closeness Scale

Assessment of Classroom Status: Using the Perception of Social Closeness Scale. ED 200 616

Perceptual Speed

The Influence of Perceptual Speed on Performance Versus Paper-And-Pencil Measures of Spatial Ability. Technical Report 1981-4. ED 200 630

Performance

Student Performance Expectations of the Foundation Program. ED 199 899

Performance Contracts

Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7. ED 199 860

Performance Factors

Classroom Environment as a Moderator of the IQ: School Performance Relationship. ED 199 583

Determinants of Self-Centered Judgments of Responsibility in Group Settings. ED 199 600

Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance. ED 200 557

Effects of Outcome Knowledge and Content on Supervisors' Judgments. ED 199 607

A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness. ED 199 595

The Reformulated Model of Learned Helplessness: An Empirical Test. ED 199 591

Performance Tests

The Influence of Perceptual Speed on Performance Versus Paper-And-Pencil Measures of Spatial Ability. Technical Report 1981-4. ED 200 630

Perinatal Influences

Minor Anomalies and Behavior in Different Home Environments. ED 200 335

Periodicals

CULP (California Union List of Periodicals) 1980 User Survey Results. PN-77. ED 200 224

Permissive Environment

Survey of Secondary School Perceptions. Research Report. ED 199 893

Personality Assessment

Dimensions of Child Temperament in School Settings. ED 200 315

Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation.
ED 199 612

Personality Measures

Black-White Differences in Responses to California Psychological Inventory Items.
ED 199 601

Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

Personality Studies

An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students.
ED 200 447

Personality Theories

Theories of the Alcoholic Personality.
ED 199 579

Personality Traits

Classroom Management Styles and Personality Variables of Teachers and Education Majors: Similarities and Differences.
ED 200 595

Dimensions of Child Temperament in School Settings.
ED 200 315

Sex Roles and Psychotherapy: Research Bases for Models of Health.
ED 199 599

Personalized System of Instruction

The Effects of Review Questions and Review Concepts on Retention in a Personalized System of Instruction Class.
ED 200 114

Personnel Evaluation

A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination.
ED 199 843

Evaluation of Educational Personnel. A Report of the Massachusetts Board of Education Study Committee. And Supplement.
ED 199 846

Personnel Management

Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education.
ED 199 464

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.
ED 199 424

Personnel Retention in the College and University Information Systems Environment.
ED 200 273

Personnel Needs

Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont.
ED 199 382

Personnel Selection

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980.
ED 200 093

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report, October 1, 1979-December 31, 1980.
ED 200 092

Perspective Taking

Empathy and Assertive Communication.
ED 199 793

Persuasive Discourse

Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression.
ED 199 802

Coaching for Individual Events.
ED 199 797

God, Preachers, and Segregation.
ED 199 803

Lyndon Johnson's Press Conferences.
ED 199 798

Once More, With Feeling: Reagan and "The Speech" in 1980.
ED 199 777

Peruvian Rural School System

Peruvian Rural School Construction System. SERP 71: Sierra Type.
ED 200 345

Petroleum Industry

Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978.
ED 199 511

Pharmaceutical Education

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy.
ED 200 130

Phoneme Grapheme Correspondence

The Influence of Spelling on Speech Perception.
ED 199 697

Phonics

If You Teach Phonics, These 7 Suggestions Could Help.
ED 199 669

Phonology

The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians.
ED 199 650

Physical Characteristics

Viva La Diferencial! Segundo Modulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers).
ED 200 689

Physical Disabilities

Adaptations of Homemaking Skills for the Aged: Food Management. Teacher's Manual and Participant's Manual.
ED 199 621

Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.
ED 199 620

Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.
ED 199 618

Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.
ED 199 617

Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.
ED 199 622

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual.
ED 199 619

Barriers in Higher Education for Persons with Handicaps: A Continued Challenge.
ED 200 155

Electroencephalographic Assessment in Vocational Counselling. Special Report.
ED 199 385

Meeting the Needs of the Handicapped Student Teacher.
ED 200 582

Pawtucket School Department's 1979-1980 Title IV-C, Adaptive and Corrective Program of Physical Education. Final Evaluation Report.
ED 199 955

Physical Education

The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers.
ED 200 528

Physical Fitness

The Effect of Group Counseling and Physical Fitness Programs on Self-Esteem and Cardiovascular Fitness.
ED 200 531

Physical Health

Early Identification & Readiness Program. Monograph 3.
ED 199 680

Health, United States, 1980, With Prevention Profile.
ED 200 566

Managing Teacher Stress and Burnout.
ED 200 522

Medical Handbook for Pilots.
ED 200 433

Nutrition Education: Selected Resources. Bibliographies.
ED 200 521

Preparing Teachers to Cope With Health Related Problems in the Classroom.
ED 200 584

Project Basic Instructional Guide. Volume II. Survival Skills.
ED 200 602

Physical Sciences

Teacher's Guide for Balloons and Gases.
ED 200 391

Teacher's Guide for Senior Balancing.
ED 200 394

Physician Patient Relationship

A Communication Skills Training Course for Dental Students.
ED 200 088

The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication.
ED 200 052

Preparing Students for Their Initial Patient Encounter-An Innovative Approach.
ED 200 185

Physicians

Educations in the Medical Care Setting: Perceptions of Selected Physicians.
ED 199 459

Physicians Assistants

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979.
ED 200 132

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979.
ED 200 133

Physics

Employment Survey 1979. AIP Report.
ED 200 071

Micro-Computer Tutorial Assistance Project.
ED 200 284

Physiology

Increasing Reading Rates-Consideration of Physiological Limitations and Suggestions for Teaching.
ED 199 670

Infants' Perception of Visual Movement: A Review and Theoretical Analysis.
ED 200 321

Piagetian Theory

Adult Cognitive Development A La Piaget.
ED 199 472

Teachers' Thinking About Children's Thinking.
ED 200 585

Pilot Projects

Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden, May 15-17, 1979).
ED 200 378

Pima Community College AZ

Mathematics in an Individualized Self-Paced Format.
ED 200 287

Planning

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1.
ED 199 412

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.

Subject Index

- PLATO**
A PLATO Probabilistic Testing System. ED 199 419
The PLATO V Terminal. ED 200 614
Using the Computer to Foster Creative Interaction among Students. ED 200 243
- Podiatry**
Faculty Workshop on Clinical Instruction for Podiatric Medical Education. Final Report and Proceedings (June 30, 1979). ED 200 243
- Poetry**
Poetry and the "Me" Generation: Democratizing the "Ars Poetica". ED 199 750
- Police School Relationship**
The FBI Crime Resistance Program. Technical Assistance Bulletin 24. ED 199 871
Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17. ED 199 865
The Officer Friendly Program. Technical Assistance Bulletin 9. ED 199 862
Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15. ED 199 864
- Policy**
Collection Development Policy for the University Library. ED 200 238
Licensure: What Vocational Educators Should Know. Information Series No. 219. ED 199 442
A Manual for Youth in SYEP. ED 199 557
Reference Service Manual. 1980. ED 200 211
- Policy Formation**
Applied Communication: Use of Speech Communication Faculty Expertise in University Administration. ED 199 796
Assuring the Future: A Diplomat's Concerns. ED 200 470
Educational Research, Development, and Innovation: The Institutionalization of Change in Education. ED 199 937
Energy: Factors Influencing Vocational Education Policy. Information Series No. 220. ED 199 443
The Governance Structure of the Lansing (Michigan) Staff Development Policy Board. ED 200 580
The Protection of Journalists. New Communication Order 4. ED 199 696
Public Library Trustees of Colorado: Responsibilities and Opportunities. A Manual for the Trustees of Colorado Public Libraries. ED 200 255
Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands. ED 200 079
- Polish Americans**
Employment and Ethnicity. ED 200 682//
- Political Attitudes**
American Higher Education in 1975 and 1976: The Academy's Response to Continuing Kondratieff Recession as Reported in "The Times Higher Education Supplement" (London). ED 200 169
- Political Campaigns**
Once More, With Feeling: Reagan and "The Speech" in 1980. ED 199 777
Political News on Television: A Closer Look at Audience Use and Avoidance Orientations. ED 199 786

- Political Influences**
Aspects semiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks). ED 200 021
Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute. ED 199 831
- Political Issues**
Once More, With Feeling: Reagan and "The Speech" in 1980. ED 199 777
- Political Power**
Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95. ED 200 061
- Political Science**
The Political Economy Program: An Informal Guide. ED 200 106
- Political Socialization**
Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher. ED 200 062
- Politics**
Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume I. ED 200 005
The Black Vote: Racial Intolerance or the Politics of Perception. ED 200 466
Once More, With Feeling: Reagan and "The Speech" in 1980. ED 199 777
Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute. ED 199 831
The Politics of Educational Reform in Nineteenth-Century Massachusetts: The Controversy Over the Beverly High School in 1860. Final Report. ED 200 495
Practical Politics. Revised Edition. ED 200 498
The Problem of School People as Political Actors: Some Recommendations. ED 199 823
Reassessing Research in the Politics of Education. ED 199 822
- Politics of Education**
Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute. ED 199 831
The Problem of School People as Political Actors: Some Recommendations. ED 199 823
Reassessing Research in the Politics of Education. ED 199 822
- Popular Culture**
The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties. ED 200 484
Poetry and the "Me" Generation: Democratizing the "Ars Poetica". ED 199 750
Science Fiction as Social Movement: Ideology and Resource Mobilization in Cultural Production and Reproduction. ED 200 485
- Positive Reinforcement**
Changing Teacher Behavior: A Challenge for the 1980's. ED 200 596
Inviting Teacher Professional Growth. ED 200 598
One School's Positive Action Plan. ED 200 375
- Postsecondary Education**
Auto Mechanics Modules 1-6: Bilingual Vocational Language Development Workbook. ED 199 486
The California Student Opportunity and Access Program: An Initial Evaluation. ED 200 137

Pragmatics 273

- A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development. ED 199 964
- Enrolment in Higher Education. A Trend Analysis (1961-75). ED 200 144
- Further and Higher Education in Denmark. ED 200 116
- Human Beings and Their Environment. Final Evaluation Report. ED 200 398
- Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization. ED 200 145
- A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay. ED 200 298
- The Regents Statewide Plan for the Development of Postsecondary Education, 1980. ED 200 103
- State Postsecondary Education Profiles Handbook, 1980 Edition. ED 200 096
- Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students. ED 199 434
- University Finance: A Statistical Profile. ED 200 148
- Power Line Technicians**
Power Line Technician's Training. Instructional Units. ED 199 460
- Power Perception Profile**
Measuring Power Orientations of School Administrators. ED 200 615
- Power Structure**
The Administration of the Institutions of Higher Education Act. (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976). ED 200 115
Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control. ED 199 910
Collective Bargaining in Higher Education Systems: A Study of Four States. ED 200 183
The Function of Educational Administration in the Processes of Cultural Transmission. ED 199 911
Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S. ED 199 769
Measuring Power Orientations of School Administrators. ED 200 615
Minority Broadcasting Ownership. ED 199 791
The Token Ineffectual: The Woman in Academe. ED 199 602
- Power Technology**
Citizen Education on Nuclear Technology (CENT). ED 200 396
Citizen Education on Nuclear Technology (CENT). Teacher's Guide. ED 200 397
Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts. ED 200 413
- Practicums**
Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper. ED 200 231
Practicum Experience: Its Impact on Schools. ED 200 555
Support for Student Teacher Stress. ED 200 545
- Pragmatics**
Language Differences in Strategies for the Interactional Management of Conversation. ED 200 053
The Other "Come" in Black English. ED 200 046

Pragmatic Conditions on Learning How to Refer to Localities.

ED 200 009

Prediction

Futures Research: Financial Planning. Research Report.

ED 199 894

A Study of the Future of Vocational Education: Implications for Local Planning.

ED 199 563

Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts.

ED 200 235

Predictive Measurement

Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement.

ED 199 950

Predictive Validity

Life Events and Two-Year Outcome in Schizophrenia.

ED 199 596

A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness.

ED 199 595

The Problems of Multiple Feedback Estimation.

ED 200 621

A Validity Investigation of the Achievement Anxiety Test.

ED 200 636

Predictor Variables

Administrative Style as a Predictor of Evaluation Utilization.

ED 200 611

Correlates of Reading and Writing Achievement.

ED 199 642

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program, Report 12.

ED 200 283

A Study of the Relationship between Level of Mathematics Anxiety and Sex, Age, Mathematical Background, and Previous Success in Mathematics.

ED 200 265

Prefixed

Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material.

ED 199 652

Pregnancy

The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia.

ED 200 340

Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.

ED 199 463

Pregnant Students

The Response of the Schools to Teenage Pregnancy and Parenthood.

ED 199 629

Prereading Experience

Prereading: A Developmental Perspective. Technical Report No. 198.

ED 199 659

Preschool Children

An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Druitt Early Childhood Project: Project Evaluation Report Number 7.

ED 200 304

Development of Preschoolers' Learning, Retention, and Generalization of Concepts.

ED 200 324

Dimensions of Child Temperament in School Settings.

ED 200 315

The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."

ED 200 322

Reading Aloud to Pre-Schoolers Age 3-6: A Review of the Research.

ED 199 657

A Report on the Festival of Children's Programming (Montreal, Quebec, Canada, October 16-18, 1977).

ED 200 200

Segmentation Skills of Young Children.

ED 200 339

The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.

ED 200 334

Preschool Education

A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development.

ED 199 964

Kindergarten-How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook.

ED 199 678

Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I.

ED 200 306

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.

ED 199 991

Time Out for Problem Solving.

ED 200 417

Preschool Teachers

Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.

ED 200 336

Stability and Change in Teacher-Pupil Directive Interactions.

ED 200 338

The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.

ED 200 334

Preschool Tests

Early Identification & Readiness Program. Monograph 3.

ED 199 680

Preservation

Conservation and Preservation Programs for the University of California Libraries: Problems, Programs, and Costs. RR-80-2.

ED 200 221

Environmental Control for Regional Library Facilities. RR-80-3.

ED 200 222

A Guide to the Literature on Deterioration, Conservation, and Preservation of Library Material. RR-81-1.

ED 200 223

Planning and Development of a Conservation Facility.

ED 200 239

Preservice Teacher Education

Excellence At a New Level for Teacher Education.

ED 200 578

The Experience of Teacher Training. A Case Study.

ED 200 588

Preparing Teachers to Cope With Health Related Problems in the Classroom.

ED 200 584

Preservice Field-Based Teacher Training in Special Education.

ED 200 577

Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent.

ED 200 384

The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation.

ED 200 551

1980 Graduates of the Block Project. A Follow-Up Study.

ED 200 532

Presidents

Lyndon Johnson's Press Conferences.

ED 199 798

Presidents Comm Foreign Lang

International Studies

Our Foreign Language Illiteracy: International Implications.

ED 200 022

Press Conferences

Lyndon Johnson's Press Conferences.

ED 199 798

Press Opinion

American Higher Education in 1975 and 1976: The Academy's Response to Continuing Kondratieff Recession as Reported in "The Times Higher Education Supplement" (London).

ED 200 169

Presupposition

Why Do Children Say What They Say When They Say It? An Experimental Approach to the Psychogenesis of Presupposition.

ED 200 008

Prevention

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22.

ED 199 869

Compendium Listing.

ED 199 856

A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19.

ED 199 866

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook.

ED 199 848

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook.

ED 199 849

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook.

ED 199 850

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook.

ED 199 851

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook.

ED 199 852

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook.

ED 199 853

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook.

ED 199 854

Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes.

ED 199 847

Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34.

ED 199 879

"Helping Hand" Type Programs. Technical Assistance Bulletin 2.

ED 199 858

Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.

ED 199 463

National School Resource Network. Technical Assistance Bulletin 1.

ED 199 857

Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17.

ED 199 865

Subject Index

The Open Road Student Involvement Project. Technical Assistance Bulletin 29.

ED 199 874

Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15.

ED 199 864

Program Resource Guide.

ED 199 855

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5.

ED 199 859

School Security. The Best of ERIC on Educational Management, Number 57.

ED 199 829

Too Late at Eight: Prevention and Intervention, Young Children's Learning Difficulties.

ED 199 988

Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26.

ED 199 873

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8.

ED 199 861

Preventive Medicine

A Health Education Cadre for Health Maintenance Organizations.

ED 200 579

Prewriting

From Speech to Writing: A Rehearsal Model.

ED 199 735

Primary Education

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide.

ED 200 352

Principal Role Expectation Inventory

A Prescriptive Model for Determining Professional Development Needs of Principals.

ED 199 929

Principals

Administrative Style as a Predictor of Evaluation Utilization.

ED 200 611

Elementary School Principal Effectiveness.

ED 199 905

A Prescriptive Model for Determining Professional Development Needs of Principals.

ED 199 929

The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.

ED 199 808

The Principalship. A Selected Bibliography.

ED 199 914

The Problem of School People as Political Actors: Some Recommendations.

ED 199 823

The Role of the School Principal in Comparative Perspectives.

ED 199 930

Prior Learning

Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

ED 199 662

Prisoners

Parent Imprisonment and Child Socialization Research Project. Executive Summary.

ED 200 319

Parent Imprisonment and Child Socialization Research Project. Final Report.

ED 200 308

Teaching Literature in Prison—Or Confessions of a Neo-Pragmatist.

ED 199 703

What Do You Expect, We're All Crooks.

ED 199 702

Private Agencies

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators.

ED 199 545

Private Colleges

Financial Energy Conservation Projects at Independent Colleges and Universities.

ED 200 153

Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980).

ED 200 218

Research in Chemistry at Private Undergraduate Colleges. Second Edition.

ED 200 455

Private Enterprise

Private Sector Training of the Economically Disadvantaged: Key Elements of Success.

ED 199 477

Private Practice (Medicine)

Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.

ED 200 134

Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.

ED 200 135

Private School Aid

Church-State Separation: Recent Trends and Developments. ADL Domestic Report: Law, Vol. VI, No. 1.

ED 199 824

On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education.

ED 200 658

Private Schools

On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education.

ED 200 658

Private School Data: Issues of Policy and Procedure. The Federal Perspective.

ED 200 388

Private Schools in American Education.

ED 200 389

Probability

A PLATO Probabilistic Testing System.

ED 200 614

Teaching Statistics and Probability: 1981 Yearbook.

ED 200 426//

Probationary Period

Teacher Induction: An Aspect of the Education and Professional Development of Teachers.

ED 200 515

Problem Solving

The Beginning Teacher: A Practical Guide to Problem Solving.

ED 200 565

Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy.

ED 199 906

Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.

ED 200 449

Helping Ourselves: Local Solutions to Global Problems.

ED 200 435

Organization Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors.

ED 199 800

Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation.

ED 200 094

Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.

ED 200 134

Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.

ED 200 135

Professional Development

275

Problem-Oriented Parent Conferences: A Training Strategy for School Personnel.

ED 199 608

Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.

ED 200 609

Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436

Self-Formulating Study-Groups: An Innovative Approach to Staff Development in Denmark.

ED 200 544

Sex Differences in Sixth Grade Children's Problem Solving.

ED 200 649

Supporting Task-Focused Communication.

ED 199 780

Time Out for Problem Solving.

ED 200 417

1980 Ohio Regional Conferences on Mathematics Education.

ED 200 421

Process Education

Science Curriculum Guide, Grades K-6.

ED 200 401

Proctoring

Effects of Deadlines on Proctors in a Personalized Psychology Course.

ED 200 150

Production Techniques

Basic Publication Fundamentals.

ED 199 747

Design and Implementation of an Effective Drama Unit for Middle School/Junior High.

ED 199 795

Educational Slides: Form and Function.

ED 200 189

Material Processing Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education K-12.

ED 199 533

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number II—Advanced Techniques.

ED 200 198

Production Scheduling for Rehabilitation Workshops.

ED 199 539

Videodisc: An Instructional Tool for the Hearing Impaired.

ED 200 227

Productivity

Primary Schooling and Economic Development: A Review of the Evidence. World Bank Staff Working Paper No. 399.

ED 199 813

Productivity: Vocational Education's Role. Information Series No. 223.

ED 199 446

Professional Associations

The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.

ED 200 129

P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations.

ED 199 969

Professional Continuing Education

Examining Controversies in Adult Education.

ED 200 100//

Training Program Development for Criminal Justice Agencies.

ED 199 403

Professional Development

The Beginning Teacher: A Practical Guide to Problem Solving.

ED 200 565

Perceived Benefits of the Social Studies Teacher from the Experience of Supervising Social Studies Interns.

ED 200 499

Portrayals of Teacher Development.

ED 200 600

Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations.

ED 200 573

Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability.

ED 200 182

Professional Education

Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association.

ED 200 077

Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979.

ED 200 344

Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report.

ED 200 095

A Regional Plan for Optometric Education in the West.

ED 200 136

Training in Evaluation Research: The Perspective From a Department of Psychology.

ED 199 578

Professional Personnel

Socialization and Family Violence.

ED 199 615

Professional Recognition

Faculty Status and Theological Librarians.

ED 200 208

Professional Training

Training Program Development for Criminal Justice Agencies.

ED 199 403

Training Systems for Institutions. Teaching Research, Vol. IX, No. 1.

ED 199 954

Professionalism

Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control.

ED 199 910

Comparing Adult Education Worldwide.

ED 200 180//

The Function of Educational Administration in the Processes of Cultural Transmission.

ED 199 911

Professors

Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.

ED 200 609

Profile of a School

The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.

ED 199 925

Profiles

Developing Student Profiles. ISSOE: Managing Student Progress.

ED 199 517

Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.

ED 199 463

Program Administration

Child Care Centers Sponsored by Employers and Labor Unions in the United States.

ED 200 331

Grant Administration Manual for Title III Coordinators.

ED 200 072

Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education.

ED 199 464

Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980.

ED 199 524

Survival Strategies for Successful Learning Lab Management.

ED 200 260

Program Budgeting

Federal R&D Obligations Will Show Real Growth in 1981 - Mostly From DOD Programs. Science Resources Studies Highlights, December 31, 1980.

ED 200 406

Program Content

An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 7.

ED 200 304

Program Costs

The Annual Report of the Special Purpose Educational Programs Funded by the Utah School Finance Program. Program Report.

ED 199 887

Job Sharing Pilot Project in the Department of Education: Final Evaluation. A Report to the Legislature of the State of Hawaii. No. 81-10.

ED 199 531

Program Descriptions

Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1978.

ED 200 353

The Annual Report of the Special Purpose Educational Programs Funded by the Utah School Finance Program. Program Report.

ED 199 887

Basic Skills Assessment Program. Parent Pamphlet, Teacher Pamphlet, and Administrator Pamphlet.

ED 200 606

Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7.

ED 199 860

Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.

ED 200 336

An Experimental Engineering Technology Career Program for Disadvantaged Minority Students.

ED 200 395

"Helping Hand" Type Programs. Technical Assistance Bulletin 2.

ED 199 858

The National Diffusion Network; A Network Assisting Schools to Adopt Exemplary Programs.

ED 200 639

National School Resource Network. Technical Assistance Bulletin 1.

ED 199 857

Planning Student Programs. ISSOE: Managing Student Progress.

ED 199 518

Program Resource Guide.

ED 199 855

Project Adventure Summer Trip-June 25-July 16, 1972.

ED 200 365

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5.

ED 199 859

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s-Research and Studies.

ED 200 403

Program Design

Career Education: Concepts and Practices.

ED 199 451

Career Education Program Design.

ED 199 453

A Manual for Youth in SYEP.

ED 199 557

Programs and Practices in Adult Counseling.

ED 199 585

School Improvement Processes in Career Education.

ED 199 456

Software Organization in Student Data Banks for Research and Evaluation: Four Institutional Models.

ED 199 903

Vocational Education and Training in Denmark.

ED 199 481

Program Development

Career Education Program Design.

ED 199 453

Career Planning Support System. A Report.

ED 199 439

The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement.

ED 199 572

Clinical Rating Project Interim Report Number 3: Background and Status.

ED 200 623

Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden, May 15-17, 1979).

ED 200 378

Competency Based Education Program. Final Report, June 1, 1978-November 30, 1979.

ED 199 892

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts.

ED 199 956

Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.

ED 199 992

Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System.

ED 199 836

Developing a Comprehensive Cooperative Education Program: Building a Consensus.

ED 199 515

Developing a Comprehensive Cooperative Education Program: Implementing the Plan.

ED 199 512

Developing a Comprehensive Cooperative Education Program: Management Information Systems.

ED 199 513

Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages.

ED 199 514

District-Level Plan for Conservation. Energy Conservation Guidelines 1.

ED 199 838

Education for the Gifted in Science and Mathematics. Revised.

ED 199 938

Energy: Factors Influencing Vocational Education Policy. Information Series No. 220.

ED 199 443

Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.

ED 199 509

Five Views of the Child in Educational Decision-Making.

ED 200 330

Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State.

ED 200 109

Getting Ready for School Improvement in Career Education.

ED 199 454

A Health Education Cadre for Health Maintenance Organizations.

ED 200 579

Issues of Common Concern: A Report of the HCEEP Minority Leadership Workshop.

ED 199 946

Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education.

ED 199 464

A Manual for Training Supervisors in SYEP.

ED 199 555

A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP).

ED 200 643

A National Survey of Individualize Education Programs (IEPs) for Handicapped Children: Follow-Up Study of the IEP Development Process. Final Report.

ED 199 975

Subject Index

The Planning and Implementation of an Australian TAFE Clearinghouse System.

ED 199 553

Planning Student Programs. ISSOE: Managing Student Progress.

ED 199 518

Preretirement Education and Counseling.

ED 199 611

Profile Of A Rural Teachers' Center. Teachers' Center Exchange. Occasional Paper No. 2.

ED 200 603

Programs and Practices in Adult Counseling.

ED 199 585

Project IMPACT: A Case Study in Gifted Education.

ED 199 961

Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.

ED 200 519

The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.

ED 199 989

Student Affairs in the 1980s: A Decade of Crisis or Opportunity?

ED 199 610

Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs.

ED 199 394

A Systematic Approach to the Management of Program Development in Teacher Education.

ED 200 574

Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students.

ED 199 434

Teacher Participation in Educational Innovation: Some Insights Into Its Nature.

ED 200 593

The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation.

ED 200 551

Training for Planning Project. Final Report.

ED 199 886

Training Program Development for Criminal Justice Agencies.

ED 199 403

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency.

ED 200 349

Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised.

ED 199 535

Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.

ED 199 440

Working on Working. Innovators of Vocational Programs for Handicapped High School Students.

ED 199 433

Program Effectiveness

Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2.

ED 199 396

An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions.

ED 200 316

Adult Literacy. A Study of Its Impact.

ED 199 473

An Analysis of the Learning Resources Programs Provided by the Fifteen Colleges of the Massachusetts Community College System.

ED 200 201

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.

ED 199 378

Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980.

ED 200 695

Bilingual Program Project SELL. Final Report.

ED 200 698

Can Research Help Mentally Handicapped Learners Explore Careers?

ED 199 541

Can Research Improve Career Guidance Programs in Rural Schools?

ED 199 542

Career Planning Support System. A Report.

ED 199 439

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.

ED 200 589

Centres of Excellence in British Universities.

ED 200 076

A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education.

ED 200 163

C.S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report, 1979-80.

ED 200 694

Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation, Spring, 1980. Summary Report.

ED 200 607

Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education.

ED 199 543

Education of the Disadvantaged: A Conceptual Overview.

ED 200 656

Effective Programming for Youth: The Education/Work Connection.

ED 199 523

The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia.

ED 200 340

ESEA Title VII Chinese Bilingual Program. Community School District One. Final Evaluation Report, 1979-1980.

ED 200 697

Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980.

ED 199 457

An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting.

ED 200 626

Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.

ED 199 509

The Experience of Teacher Training. A Case Study.

ED 200 588

Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980.

ED 200 700

Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80.

ED 200 705

Hearing on the Rehabilitation, Education, and Training Programs Administered by the Veteran's Administration-Nashville, Tenn. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs. House of Representatives. Ninety-Sixth Congress, Second Session (September 26, 1980).

ED 199 532

Impact of a Process Evaluation on an Urban School System's Policies and Practices.

ED 200 642

Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.

ED 199 397

The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance.

ED 199 561

Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.

ED 199 401

In Defense of PSE: An Opportunity Missed.

ED 199 400

Program Effectiveness

277

Instructional Television: Potentials or Problems.

ED 200 229

ISSOE: Managing Student Progress. Field Test. Phase 1. Final Report.

ED 199 527

Job Sharing Pilot Project in the Department of Education: Final Evaluation. A Report to the Legislature of the State of Hawaii. No. 81-10.

ED 199 531

Licensure: What Vocational Educators Should Know. Information Series No. 219.

ED 199 442

A Look at the Weber State College CBTE Program After Ten Years.

ED 200 538

Mele-Maat: First Year Evaluation of a British Primary School in the New Hebrides.

ED 200 318

New York City Russian Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980.

ED 200 704

An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training.

ED 199 565

PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980.

ED 200 672

Path Analysis of Variables Associated with CETA Training Program.

ED 199 436

Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume 1.

ED 200 306

The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1.

ED 199 395

Private Sector Training of the Economically Disadvantaged: Key Elements of Success.

ED 199 477

Productivity: Vocational Education's Role. Information Series No. 223.

ED 199 446

Profile Of A Rural Teachers' Center. Teachers' Center Exchange. Occasional Paper No. 2.

ED 200 603

Program Review's Missing Member: A Consideration of Quality and Its Assessment.

ED 200 108

Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization.

ED 200 290

Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.

ED 200 519

The Response of the Schools to Teenage Pregnancy and Parenthood.

ED 199 629

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979.

ED 199 393

Some Important Considerations in the Development of a Camping Program for Special Education Audiences.

ED 200 377

Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy.

ED 200 373

Title VII Bilingual Bicultural Program. Community School District 5. Evaluation Report, 1979-1980.

ED 200 702

Title VII Bilingual Educational Approach (B.E.A.). Community School District 28. Final Report, 1979-1980.

ED 200 699

Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80.

ED 200 693

Validation of a Weight Reduction Treatment Package for the Retarded.

ED 199 962

Vernacular Black English Inservice Program. King Elementary School. Final Evaluation.

ED 200 706

A Vitalized Transitional Program for Bilingual High School Students, George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980.

ED 200 703

Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note.

ED 199 450

Vocational Education and Training in Denmark.

ED 199 481

Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1.

ED 199 476

Program Evaluation

The Annual Report of the Special Purpose Educational Programs Funded by the Utah School Finance Program. Program Report.

ED 199 887

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.

ED 200 589

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook.

ED 199 848

Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation, Spring, 1980. Summary Report.

ED 200 607

The Development and Evaluation of the Wilderness Experience Program.

ED 200 366

The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia.

ED 200 340

Evaluating Media Programs: District and School.

ED 200 228

Evaluation as an Effective Strategy for Instructional Improvement: Essential Conditions for Implementation.

ED 200 625

An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting.

ED 200 626

A Guide for Establishing and Evaluating SYEP Worksites.

ED 199 554

Improving Accountability of Career Education Programs: Evaluation Guidelines and Checklists.

ED 199 564

A Look at the Weber State College CBTE Program After Ten Years.

ED 200 538

Mele-Maat: First Year Evaluation of a British Primary School in the New Hebrides.

ED 200 318

A Model Demonstration Service Delivery Continuum for Preschool Handicapped Children. Final Program Performance Report, July 1, 1979-June 30, 1980.

ED 199 985

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume IV: Retrospective Longitudinal Substudy Findings. Final Report.

ED 199 973

Non-Sexist Teacher Education Project Field Trial. Evaluation Report.

ED 200 526

Parent-Infant Early Education Program, Central Institute for the Deaf, St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979.

ED 199 957

Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations.

ED 200 573

Program Evaluation. Handbooks for Experience-Based Career Education.

ED 199 465

Program Evaluation in Distance Education: Against the Technologisation of Reason.

ED 200 488

Program Evaluation in Vocational Rehabilitation: Observations, No. 2.

ED 199 458

Program Review's Missing Member: A Consideration of Quality and Its Assessment.

ED 200 108

Project BACSTOP Evaluation Report 1973-1974.

ED 200 346

Project Sunrise: Handicapped Children's Early Education Program: Third Year Demonstration. Final Report, July 1, 1979-June 30, 1980.

ED 199 942

Quality and Accountability: An Evaluation of Statewide Program Review Procedures.

ED 200 156

Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.

ED 200 519

Relevance and Curriculum: Making the Five R's Meaningful.

ED 199 931

Special Educational Needs Program (SEN). A Technical Report, FY 1978.

ED 199 986

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.

ED 200 348

1980 Graduates of the Block Project. A Follow-Up Study.

ED 200 532

Program Implementation

Adopting the RIPPS Program. Monograph 6.

ED 199 683

Career Education Linking Agents: Perspectives and Roles.

ED 199 452

Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy.

ED 199 906

Developing a Comprehensive Cooperative Education Program: Implementing the Plan.

ED 199 512

East Oak Cliff Subdistrict Governance (Management) System. Toward a Self Correcting, Self Renewing Educational System.

ED 199 845//

Effective Strategies for State Education Agencies in Community Education Development: A National Assessment.

ED 199 832

Focus on Childminders: A Profile of the First Bunbury Drop-In Centres.

ED 200 302

Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas.

ED 199 478

Measuring Program Implementation in Seven Follow Through Models.

ED 200 634

The Officer Friendly Program. Technical Assistance Bulletin 9.

ED 199 862

On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education.

ED 200 658

Oversight of Public Law 94-142-The Education for All Handicapped Children Act, Part 1. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (September 27, October 9, 11, 16, and 24, 1979).

ED 199 984

Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act.

ED 199 377

The Planning and Implementation of an Australian TAFE Clearinghouse System.

ED 199 553

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979.

ED 199 393

School Climate and Decision Participation: Baseline Data for the Studies of Implementation.

ED 199 924

School Improvement Processes in Career Education.

ED 199 456

Training Program Development for Criminal Justice Agencies.

ED 199 403

Program Improvement

Getting Ready for School Improvement in Career Education.

ED 199 454

Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas.

ED 199 478

Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs.

ED 199 392

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume I.

ED 199 549

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II.

ED 199 550

Licensure: What Vocational Educators Should Know. Information Series No. 219.

ED 199 442

Procedural Handbook for the Improvement Component of the Foundation Program Assessment and Improvement System (FPAIS).

ED 199 902

School Improvement Processes in Career Education.

ED 199 456

Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980.

ED 199 524

Program Validation

Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers.

ED 199 388

Programmable Calculators

Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436

Programed Instruction

Combining Basic Business Math and Electronic Calculators.

ED 200 274

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.

ED 199 386

Programming

The PLATO V Terminal.

ED 200 244

Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436

Programming (Broadcast)

Children and Television. A Digest of Events Saluting International Year of the Child.

ED 200 199

A Report on the Festival of Children's Programming (Montreal, Quebec, Canada, October 16-18, 1977).

ED 200 200

Programming Languages

Linguistic Analysis of Natural Language Communication with Computers.

ED 200 050

Programs

Conservation and Preservation Programs for the University of California Libraries: Problems, Programs, and Costs. RR-80-2.

ED 200 221

Progress Reporting

Clinical Rating Project Interim Report Number 3: Background and Status.

ED 200 623

Subject Index

Project BACSTOP

- Project BACSTOP Evaluation Report 1973-1974.
ED 200 346

Project DELTA

- Design for Equity: Women and Leadership in
Higher Education.
ED 200 124

Project Follow Through

- An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions.
ED 200 316
Measuring Program Implementation in Seven Follow Through Models.
ED 200 634
A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report.
ED 200 651

Project Head Start

- The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.
ED 199 989

Project Head Start (Home Based)

- Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.
ED 199 991

Project IMPACT

- Project IMPACT: A Case Study in Gifted Education.
ED 199 961

Project RISE

- Profile Of A Rural Teachers' Center. Teachers' Center Exchange. Occasional Paper No. 2.
ED 200 603

Projective Measures

- Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation.
ED 199 612

Pronunciation

- How to Learn a Foreign Language.
ED 200 038//
The Influence of Spelling on Speech Perception.
ED 199 697

Proposal Writing

- Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.
ED 199 440

Prose Learning

- Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose.
ED 199 691
A Knowledge-Based Model of Prose Comprehension: Applications to Expository Texts.
ED 199 673

Psycholinguistics

- Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?
ED 199 635
Methodologie de communication, methode de communication globale et theories heuristiques dans la perspective de l'acquisition du langage (Communication Methodology, the Global Communication Method, and Heuristic Theories in the Perspective of Language Learning).
ED 200 020

Psychological Characteristics

- Euro-Ethnic Women: Some Observations.
ED 200 681//
On Coping and Change. The Catherine Molony Memorial Lecture (City College, New York, New York, April 26, 1980).
ED 200 667

Psychological Evaluation

- Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation.
ED 199 612

Psychological Needs

- "But Teach, You Ain't Listenin'" or How to Cope with Violence in a Public School Classroom.
ED 200 549

Theories of the Alcoholic Personality.

ED 199 579

Psychological Patterns

- Career Planning for the Educator: Validating Current Career Development Theories.
ED 200 570
Life Events and Two-Year Outcome in Schizophrenia.
ED 199 596
Sex Roles and Psychotherapy: Research Bases for Models of Health.
ED 199 599

Psychological Studies

- Update and Implications of Early Personal-Social Learning.
ED 200 327

Psychologists

- Approaches to Children in the Mainstreaming Process: A Psychological and Administrative Perspective.
ED 199 960

Psychology

- An Example of the Quality of Students' Understanding: Initial Conceptions of Psychology.
ED 200 464
Training in Evaluation Research: The Perspective From a Department of Psychology.
ED 199 578

Psychometrics

- Adaptive Mental Testing: The State of the Art.
ED 200 612

Psychotherapy

- A Conceptual Model of Integrated Child and Family Therapy.
ED 199 577

Public Access

- CSUC Standard for the CLSI Expanded Title Record.
ED 200 248

Public Agencies

- Consumer Education Resource Inventory. A Reference Manual for Consumer Educators.
ED 199 545
Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979.
ED 200 344

Public Education

- Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.
ED 200 529
A Roundup of State and Local Tax Developments. Financing Higher Education.
ED 200 101
Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3.
ED 200 086

Public Employment Programs

- In Defense of PSE: An Opportunity Missed.
ED 199 400

Public Libraries

- The Government and Information: Costs, Choices and Challenges.
ED 200 251
Public Library Trustees and Commissioners Tool Kit: Orientation Guidelines.
ED 200 252
Public Library Trustees of Colorado: Responsibilities and Opportunities. A Manual for the Trustees of Colorado Public Libraries.
ED 200 255
Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California).
ED 200 254

Public Opinion

- American Public Opinion Toward Sex Education and Contraception for Teenagers.
ED 200 496
Mass Comm Pact: The Concept of Covenant Between Media and Public.
ED 199 746

Publications

279

Public Policy

- Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume I.
ED 200 005
Canadian Universities 1980 and Beyond. Enrolment, Structural Change and Finance.
ED 200 066
Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy.
ED 199 906
Conceptual Considerations of Ethnicity: Past, Present, and Future.
ED 200 678//
Ethnicity and Social Services: Some Policy Perspectives.
ED 200 680//
Human Rights in the United Kingdom.
ED 200 657
In Defense of PSE: An Opportunity Missed.
ED 199 400
Intergovernmental Relations and Ethnicity.
ED 200 685//
Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).
ED 199 405
National Strategies for Curriculum Design and Development. Report of a High-Level Personnel Study and Seminar on Design of Curricula (Australia, September 10-22, 1979).
ED 199 814
Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.
ED 200 081
Race Relations in Britain.
ED 200 655
Research Survey of Bilingualism and Bilingual Education in the Soviet Union.
ED 200 035

Public Relations

- Lyndon Johnson's Press Conferences.
ED 199 798
PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.
ED 199 425

Public Schools

- Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1978.
ED 200 353
Private Schools in American Education.
ED 200 389

Public Service

- Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978.
ED 200 128
The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.
ED 200 129

Public Service Occupations

- In Defense of PSE: An Opportunity Missed.
ED 199 400

Public Speaking

- Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S.
ED 199 769
Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.
ED 199 768

Public Support

- Mass Comm Pact: The Concept of Covenant Between Media and Public.
ED 199 746

Publications

- Annotated Listing of South Carolina Department of Education Publications.
ED 200 246
National Union Catalog Experience: Implications for Network Planning. Network Planning Paper No. 6.
ED 200 219

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7.

ED 199 418

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

ED 199 427

A Search for Environmental Ethics: An Initial Bibliography.

ED 200 442//

Publicity

Coast Community Colleges Community Telephone Survey 1980, Report Number 2. The Coast Message: An Examination of the Extent to Which Basic Marketing Efforts Are Reaching the Community.

ED 200 292

Utilization of Marketing Techniques in California Community Colleges.

ED 200 295

Publishing Industry

Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398.

ED 199 812

Puerto Ricans

La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismico Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.)

ED 200 668

Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80.

ED 200 693

Puerto Rico

La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismico Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.)

ED 200 668

Punctuation

Punctuation Instruction in Elementary School Textbooks.

ED 199 757

Puppetry

Of Puppet Voices and Interlocutors: Exposing Essences of Puppetry and Speech.

ED 200 048

Purchasing

Cooperative Purchasing Guidelines. Background and Research, Pros and Cons, Examples of Exemplary Programs, Sample Forms, and Organization Procedures.

ED 199 805//

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.

ED 199 422

Q Methodology

An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation.

ED 199 771

Quality of Life

Older Women and Education.

ED 199 576

Questioning Techniques

Interview Schedule for Studying Some Basic Characteristics of Learning Projects.

ED 199 398

Racial Attitudes

Final Report of Sub-Committee on Race Relations.

ED 200 650

Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study.

ED 200 665

Racial Bias

The Black Vote: Racial Intolerance or the Politics of Perception.

ED 200 466

The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication.

ED 199 799

Final Report of Sub-Committee on Race Relations.

ED 200 650

Ideas, Creencias, Actitudes. Primer Modulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes. First Module of a Series for Elementary Teachers).

ED 200 688

Racial Differences

Black-White Differences in Responses to California Psychological Inventory Items.

ED 199 601

Teacher Race and Expectations for Student Achievement.

ED 200 659

Racial Discrimination

Minorities in the Media.

ED 199 790

Racial Factors

The Black Vote: Racial Intolerance or the Politics of Perception.

ED 200 466

Classroom Reading Performance of Children in Relationship to Age Differences within Grades.

ED 199 671

Racial Identification

The Black Vote: Racial Intolerance or the Politics of Perception.

ED 200 466

The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties.

ED 200 484

Racial Integration

The Impact of Desegregation on Higher Education. Proceedings of the National Conference on Desegregation in Higher Education (Raleigh, North Carolina, July 18-20, 1979).

ED 200 675//

Midwest Race Desegregation Assistance Center Annotated Bibliography 1979.

ED 200 311

Racial Relations

Black Students in Interracial Schools: A Guide for Students, Teachers, and Parents.

ED 200 652//

The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication.

ED 199 799

PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980.

ED 200 672

Project BACSTOP Evaluation Report 1973-1974.

ED 200 346

Race Relations in Britain.

ED 200 655

School Desegregation to Integration Through Changes in Social Structure.

ED 200 654

Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study.

ED 200 665

Racial Segregation

God, Preachers, and Segregation.

ED 199 803

Radiation

Citizen Education on Nuclear Technology (CENT).

ED 200 396

Citizen Education on Nuclear Technology (CENT). Teacher's Guide.

ED 200 397

A Training Manual for Nuclear Medicine Technologists.

ED 200 428

Radio

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8.

ED 199 861

Rape

The Rape Victim and Her Social Support System.

ED 199 582

The "Unacknowledged" Rape Victim.

ED 199 590

Rasch Model

Item Bias, Test Speededness, and Rasch Tests of Fit.

ED 200 632

Rating Scales

Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations.

ED 200 573

Readability

Computer Aided Authoring and Editing. Technical Note 1-81.

ED 200 247

Reader Response

Reading and Literature: American Achievement in International Perspective.

ED 199 741

Writers as Readers.

ED 199 701

Reading

A Description of Moderately Mentally Retarded Adolescents' Responses to Written Language.

ED 199 939

Reading Ability

Children's Use of Speech Recoding to Obtain Meaning from Sentences.

ED 199 688

Vernacular Black English Inservice Program. King Elementary School. Final Evaluation.

ED 200 706

Reading Achievement

Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980.

ED 200 695

Classroom Reading Performance of Children in Relationship to Age Differences within Grades.

ED 199 671

Correlates of Reading and Writing Achievement.

ED 199 642

The Effectiveness of Teaching the Nature, Purpose, and Language of Instruction of Reading to First Grade Children.

ED 199 649

Reading Aloud to Others

Reading Aloud to Pre-Schoolers Age 3-6: A Review of the Research.

ED 199 657

Reading Attitudes

The Effectiveness of Teaching the Nature, Purpose, and Language of Instruction of Reading to First Grade Children.

ED 199 649

Reading Comprehension

Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199.

ED 199 660

Children's Inferential Comprehension of Pragmatic Causal Relations in Reading.

ED 199 689

Comprehension in the Content Areas, 7-12, Strategies for Basic Skills.

ED 199 693

Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190.

ED 199 661

Creating a Mini Book Review Journal.

ED 200 536

Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives.

ED 199 634

An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2.

ED 200 646

A Knowledge-Based Model of Prose Comprehension: Applications to Expository Texts.

ED 199 673

Subject Index

- Learning Partners: Reading and Mathematics.
ED 199 654
- Reading Research: Studies and Applications.
Twenty-eighth Yearbook of the National Reading
Conference.
ED 199 651
- Reflections and Investigations on Reading:
Twenty-fifth Yearbook of the National Reading
Conference.
ED 199 630
- The Relationship between Phonological Features
in Oral Reading and Reading Comprehension of
Black West Indians.
ED 199 650
- A Study of Instructional Dimensions that Affect
Reading Comprehension.
ED 199 674

Reading Consultants

- Investigations of the Diagnostic Reliability of
Reading Specialists, Learning Disabilities Special-
ists, and Classroom Teachers: Results and Im-
plications. Research Series No. 88.
ED 199 639
- The RIPPS Reading Program. Monograph 1.
ED 199 679

Reading Diagnosis

- Investigations of the Diagnostic Reliability of
Reading Specialists, Learning Disabilities Special-
ists, and Classroom Teachers: Results and Im-
plications. Research Series No. 88.
ED 199 639
- Use of Case History Data for the Development of
Equations in Predicting High Risk, Reading Dis-
abled Students.
ED 199 687

Reading Difficulties

- Differences in the Rates of Reading Problems in
the United States and Japan: A Search for Causes.
ED 199 676
- On Investigating Children's Transition from Nar-
rative to Expository Discourse: The Multidimen-
sional Nature of Psychological Text
Classification. Technical Report No. 195.
ED 199 666
- Physical and Psychological Decrements Affecting
Reading in the Aged.
ED 199 633
- Reading Instruction & Pupil Personnel Services
(RIPPS).
ED 199 677
- Use of Case History Data for the Development of
Equations in Predicting High Risk, Reading Dis-
abled Students.
ED 199 687

Reading Improvement

- An Ethnographic Study of College-Aged Ineffi-
cient Readers.
ED 199 646
- Increasing Reading Rates—Consideration of
Physiological Limitations and Suggestions for
Teaching.
ED 199 670

Reading Instruction

- Conceptual Frameworks of Reading Held by
Teachers.
ED 199 641
- Differences in the Rates of Reading Problems in
the United States and Japan: A Search for Causes.
ED 199 676
- The Effectiveness of Teaching the Nature, Pur-
pose, and Language of Instruction of Reading to
First Grade Children.
ED 199 649
- The Effect of Instructions and Priming on the Use
of Analogy Strategies in Reading.
ED 199 675
- An Ethnographic Study of College-Aged Ineffi-
cient Readers.
ED 199 646
- Helping Your Child Achieve in School.
ED 200 314
- If You Teach Phonics, These 7 Suggestions Could
Help.
ED 199 669
- Reading: A New Decade and a New Challenge.
Volume 3. Third Yearbook of the Arizona State
University Reading Conference, 1980.
ED 199 631

- Reflections and Investigations on Reading:
Twenty-fifth Yearbook of the National Reading
Conference.
ED 199 630
- The Role of Literature in Reading Instruction:
Cross-Cultural Views.
ED 199 692
- A Study of Instructional Dimensions that Affect
Reading Comprehension.
ED 199 674
- TEFL/TESL Newsletter, Volume 3, Number 2.
ED 200 001
- Title VII Bilingual Bicultural Program. Com-
munity School District 5. Evaluation Report,
1979-1980.
ED 200 702
- The Transition from Student of Reading Methods
to Teacher of Reading.
ED 200 547

Reading Instruction and Pupil Personnel Services

- Adopting the RIPPS Program. Monograph 6.
ED 199 683
- Early Identification & Readiness Program. Mono-
graph 3.
ED 199 680
- Kindergarten—How to Get Ready for the Most
Important Year of Schooling. A Parent-Child
Handbook.
ED 199 678
- Parenting. Monograph 5.
ED 199 682
- Pupil Personnel Services. Monograph 4.
ED 199 681
- Reading Instruction & Pupil Personnel Services
(RIPPS).
ED 199 677
- The RIPPS Reading Program. Monograph 1.
ED 199 679
- RIPPS Student Selection Process. Monograph 8.
ED 199 684

Reading Interests

- Reading and Literature: American Achievement
in International Perspective.
ED 199 741
- Reading Material Selection
What Influences Public Library Adult Patrons to
Choose the Books They Borrow.
ED 200 191

Reading Materials

- The Best of Children's Books, 1964-1978.
ED 199 754
- Reading Ladders for Human Relations. 6th Edi-
tion.
ED 199 745//
- A Selected Bibliography of Functional Literacy
Materials for Adult Learners.
ED 199 551
- Toward Reassessment of the Principles Underly-
ing the Choice of Vocabulary and the Teaching of
Word Analysis Skills in Reading Instructional
Material.
ED 199 652

Reading Processes

- Children's Use of Speech Recoding to Obtain
Meaning from Sentences.
ED 199 688
- Conceptual Frameworks of Reading Held by
Teachers.
ED 199 641
- Eye Movements Reveal Components of Flexible
Reading Strategies.
ED 199 648
- Foreign Language Reading Research: Recent
Trends and Future Prospects.
ED 200 057
- A Knowledge-Based Model of Prose Comprehen-
sion: Applications to Expository Texts.
ED 199 673
- Language Constraints and the Functional Stimu-
lus in Reading. Technical Report No. 194.
ED 199 665
- A Partial Reading Model Utilizing Language Unit
Size by Frequency.
ED 199 655
- Physical and Psychological Decrements Affecting
Reading in the Aged.
ED 199 633

Reading Research

281

- Schema Theory and Reading Comprehension:
New Directions. Technical Report No. 191.
ED 199 662
- Testing a Hierarchical Model of Word Identifica-
tion.
ED 199 685

Reading Programs

- Adopting the RIPPS Program. Monograph 6.
ED 199 683
- Reading Instruction & Pupil Personnel Services
(RIPPS).
ED 199 677
- The RIPPS Reading Program. Monograph 1.
ED 199 679
- RIPPS Student Selection Process. Monograph 8.
ED 199 684

Reading Rate

- Eye Movements Reveal Components of Flexible
Reading Strategies.
ED 199 648
- Increasing Reading Rates—Consideration of
Physiological Limitations and Suggestions for
Teaching.
ED 199 670

Reading Readiness

- Prereading: A Developmental Perspective. Tech-
nical Report No. 198.
ED 199 659
- Reading Research: Studies and Applications.
Twenty-eighth Yearbook of the National Reading
Conference.
ED 199 651

Reading Research

- Black English Vernacular and Reading Compre-
hension: A Cloze Study of Third, Sixth, and Ninth
Graders. Technical Report No. 199.
ED 199 660
- Children's Inferential Comprehension of Prag-
matic Causal Relations in Reading.
ED 199 689
- Children's Use of Speech Recoding to Obtain
Meaning from Sentences.
ED 199 688
- Classroom Reading Performance of Children in
Relationship to Age Differences within Grades.
ED 199 671.
- Confirming Story Grammar Structures.
ED 199 643
- Considering Construct Validity in Incomplete
Text Research.
ED 199 637
- Contrasting the Effects of Some Text Variables on
Comprehension and Ratings of Comprehensibil-
ity. Technical Report No. 190.
ED 199 661
- Differences in the Rates of Reading Problems in
the United States and Japan: A Search for Causes.
ED 199 676
- The Effectiveness of Teaching the Nature, Pur-
pose, and Language of Instruction of Reading to
First Grade Children.
ED 199 649
- The Effect of Instructions and Priming on the Use
of Analogy Strategies in Reading.
ED 199 675
- Elevating Comprehension Skills by Sensitizing
Students to Structural Aspects of Narratives.
ED 199 634
- An Ethnographic Study of College-Aged Ineffi-
cient Readers.
ED 199 646
- Evaluating and Reporting Data Quality in Eye
Movement Research. Technical Report No. 193.
ED 199 664
- Event Schemas, Story Schemas, and Story Gram-
mars. Technical Report No. 197.
ED 199 668
- Eye Movement Instrumentation for Reading Re-
search.
ED 200 622
- Eye Movements Reveal Components of Flexible
Reading Strategies.
ED 199 648
- Foreign Language Reading Research: Recent
Trends and Future Prospects.
ED 200 057
- Investigations of the Diagnostic Reliability of
Reading Specialists, Learning Disabilities Special-
ists, and Classroom Teachers: Results and Im-
plications. Research Series No. 88.
ED 199 639

A Knowledge-Based Model of Prose Comprehension: Applications to Expository Texts.

ED 199 673

Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.

ED 199 665

A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall.

ED 199 644

On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.

ED 199 666

A Partial Reading Model Utilizing Language Unit Size by Frequency.

ED 199 655

Prereading: A Developmental Perspective. Technical Report No. 198.

ED 199 659

Readers' Reactions to Temporal Disruption in Stories.

ED 199 636

Reading Aloud to Pre-Schoolers Age 3-6: A Review of the Research.

ED 199 657

Reading: A New Decade and a New Challenge. Volume 3. Third Yearbook of the Arizona State University Reading Conference, 1980.

ED 199 631

Reading Research: Studies and Applications. Twenty-fifth Yearbook of the National Reading Conference.

ED 199 651

Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference.

ED 199 630

The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians.

ED 199 650

Research on Children's Reading Comprehension of Expository Prose: A Problem of Ecological Validity.

ED 199 656

Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

ED 199 662

Short-Term Memory and Reading Related Language Patterns.

ED 199 632

A Study of Instructional Dimensions that Affect Reading Comprehension.

ED 199 674

Testing a Hierarchical Model of Word Identification.

ED 199 685

Use of Case History Data for the Development of Equations in Predicting High Risk, Reading Disabled Students.

ED 199 687

Visible Language Learning: A Case Study.

ED 199 653

What Good is Orthographic Redundancy? Technical Report No. 192.

ED 199 663

Word Association Extended: A Study of the Effects of Written Context on Word Meaning.

ED 199 686

Reading Skills

Learning Partners: Reading and Mathematics.

ED 199 654

Ready for College? (Freshmen Assess Their Preparation in English).

ED 200 121

Structuring an Adult Learning Environment.

ED 199 658

Reading Strategies

The Effect of Instructions and Priming on the Use of Analogy Strategies in Reading.

ED 199 675

Eye Movements Reveal Components of Flexible Reading Strategies.

ED 199 648

Reagan (Ronald)

Once More, With Feeling: Reagan and "The Speech" in 1980.

ED 199 777

Real Estate Occupations

Communication Training/Consulting: A Case Study in Training Real Estate Agents.

ED 199 792

Recall (Psychology)

Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose.

ED 199 691

A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall.

ED 199 644

Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

ED 199 662

Short-Term Memory and Reading Related Language Patterns.

ED 199 632

A Study of Instructional Dimensions that Affect Reading Comprehension.

ED 199 674

Reciprocity

A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.

ED 200 571

Recognition (Achievement)

Centres of Excellence in British Universities.

ED 200 076

Recognition (Psychology)

Development of Preschoolers' Learning, Retention, and Generalization of Concepts.

ED 200 324

Memory Processes and the Integration of Attitudinal and Behavioral Information.

ED 199 605

Recording Rules (Observation)

Practical Parenting Instructional Code. Revised Edition.

ED 200 323

Recordkeeping

Kansas Farm and Ranch Management Project.

ED 199 475

Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.

ED 199 552

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

ED 199 421

Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education.

ED 199 468

Records (Forms)

East Oak Cliff Subdistrict Governance (Management) System. Toward a Self Correcting, Self Renewing Educational System.

ED 199 845//

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

ED 199 421

Recreational Activities

Managing Teacher Stress and Burnout.

ED 200 522

Recreational Facilities

Camp Unit Design Guidelines.

ED 200 513

Redundancy

Testing a Hierarchical Model of Word Identification.

ED 199 685

What Good is Orthographic Redundancy? Technical Report No. 192.

ED 199 663

Reference Materials

Energy Education Materials Bibliography, K-12. 1980. Second Edition.

ED 200 423

1980 MRDAC Resource Library Annotated Bibliography.

ED 200 666

Reference Services

Reference Service Manual. 1980.

ED 200 211

Referents (Linguistics)

The Ontogenesis of Hypothetical Referrence.

ED 200 010

Pragmatic Conditions on Learning How to Refer to Localities.

ED 200 009

Refresher Courses

An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training.

ED 199 565

Refugees

A Bibliography on Refugees as It Appeared in UNHCR Newspaper No. 4, October-November, 1980. A Selection with Comments by Professor Barry Stein of Michigan State University, USA.

ED 200 671

Refugee Settlers: Some Aspects of Australia's Changed Institutional Response.

ED 200 383

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency.

ED 200 349

Regional Characteristics

Folklore de Mexico (Folklore of Mexico).

ED 200 350

Regional Cooperation

European Regional Seminar on Implementation of the UNESCO Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (Sofia, Bulgaria, 15-20 October 1979). Final Report.

ED 200 479

Regional Dialects

University of South Alabama Dialect Tape Center: Audio Tape Resources.

ED 199 782

Regional Planning

A Regional Plan for Optometric Education in the West.

ED 200 136

Rehabilitation Programs

Production Scheduling for Rehabilitation Workshops.

ED 199 539

Rehabilitative Optometry

Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report.

ED 200 095

Rehearsal Strategies

From Speech to Writing: A Rehearsal Model.

ED 199 735

Relaxation Training

Managing Teacher Stress and Burnout.

ED 200 522

Math Anxiety and the Student of the '80's.

ED 200 296

Reliability

Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.

ED 199 664

Investigations of the Diagnostic Reliability of Reading Specialists, Learning Disabilities Specialists, and Classroom Teachers: Results and Implications. Research Series No. 88.

ED 199 639

The Scoring of Writing Samples: A Study.

ED 199 758

Religious Discrimination

Church-State Separation: Recent Trends and Developments. ADL Domestic Report: Law, Vol. VI, No. 1.

ED 199 824

Remedial Instruction

A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs.

ED 199 672

Subject Index

The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36.

ED 199 881

Remedial Programs

Adopting the RPPS Program. Monograph 6.

ED 199 683

Pupil Personnel Services. Monograph 4.

ED 199 681

Reading Instruction & Pupil Personnel Services (RIPPS).

ED 199 677

The RIPPS Reading Program. Monograph 1.

ED 199 679

RIPPS Student Selection Process. Monograph 8.

ED 199 684

Remedial Reading

Pupil Personnel Services. Monograph 4.

ED 199 681

Reading Instruction & Pupil Personnel Services (RIPPS).

ED 199 677

Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference.

ED 199 651

The RIPPS Reading Program. Monograph 1.

ED 199 679

Rental Housing Policies

A Study of How Restrictive Rental Practices Affect Families with Children.

ED 200 328

Repeated Measures Design

Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs.

ED 200 637

Research

Documentation and Information in Youth Research.

ED 200 367

Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980).

ED 200 218

Research and Development Centers

A Case for Establishing a Teaching and Learning Service Unit at U.N.E.

ED 200 073

Federal R&D Obligations Will Show Real Growth in 1981 - Mostly From DOD Programs. Science Resources Studies Highlights, December 31, 1980.

ED 200 406

Research Design

Community Needs Assessment Surveys. Fact Sheet No. 1.

ED 200 299

Considering Construct Validity in Incomplete Text Research.

ED 199 637

On the Conduct of Site Relations in Educational Research.

ED 199 916

Research Methodology

Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2.

ED 199 396

Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. 1.

ED 199 387

Community Needs Assessment Surveys. Fact Sheet No. 1.

ED 200 299

Comprehensive Planning Task. Description of Procedures.

ED 199 391

The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."

ED 200 322

The Ethnography of Schooling: Implications for Educational Policy-Making.

ED 199 809

Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.

ED 199 664

An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation.

ED 199 771

Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.

ED 199 397

A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall.

ED 199 644

New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses.

ED 200 608

An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process.

ED 200 087

Political News on Television: A Closer Look at Audience Use and Avoidance Orientations.

ED 199 786

The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1.

ED 199 395

Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference.

ED 199 651

Research on Children's Reading Comprehension of Expository Prose: A Problem of Ecological Validity.

ED 199 656

Research Needs

Adaptive Mental Testing: The State of the Art.

ED 200 612

Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2.

ED 200 559

Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?

ED 199 635

Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

ED 199 662

Scholarship at a Land-Grant University.

ED 200 184

Towards a Biosocial Perspective: Suggestions from a Biologist.

ED 200 460

What Can Research Contribute to Law-Related Education?

ED 200 490

Research Papers (Students)

In Search of the "Write" Way.

ED 199 713

The Writing Center and the Library: Teaching the Research Paper.

ED 199 707

Research Problems

Ability Grouping: Why Do We Persist and Should We.

ED 200 617

Community Needs Assessment Surveys. Fact Sheet No. 1.

ED 200 299

Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980.

ED 199 457

Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.

ED 199 664

On the Conduct of Site Relations in Educational Research.

ED 199 916

A Partial Reading Model Utilizing Language Unit Size by Frequency.

ED 199 655

Research on Children's Reading Comprehension of Expository Prose: A Problem of Ecological Validity.

ED 199 656

What Can Research Contribute to Law-Related Education?

ED 200 490

Resource Allocation

283

Research Projects

Research in Chemistry at Private Undergraduate Colleges. Second Edition.

ED 200 455

Research Reports

Competency-Based Adult Education Bibliography.

ED 199 571

Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.

ED 199 664

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s-Research and Studies.

ED 200 403

Research Skills

On the Conduct of Site Relations in Educational Research.

ED 199 916

The Writing Center and the Library: Teaching the Research Paper.

ED 199 707

Research Utilization

Action Research in Retrospect and Prospect.

ED 200 560

Can Research Help Mentally Handicapped Learners Explore Careers?

ED 199 541

Can Research Improve Career Guidance Programs in Rural Schools?

ED 199 542

Research on Children's Reading Comprehension of Expository Prose: A Problem of Ecological Validity.

ED 199 656

Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory.

ED 199 560

Two Constraints to Utilization at the School Level.

ED 199 825

Researcher Practitioner Relationship

On the Conduct of Site Relations in Educational Research.

ED 199 916

Researchers

Research in Chemistry at Private Undergraduate Colleges. Second Edition.

ED 200 455

Students and Scholars from the People's Republic of China Currently in the United States. Survey Summary.

ED 200 080

Resident Camp Programs

Some Important Considerations in the Development of a Camping Program for Special Education Audiences.

ED 200 377

Residential Care

Person-Environment Congruence in Residences for the Elderly.

ED 199 575

Residential Institutions

A National Student Competition on Adaptive Re-use: A Shelter Care Facility.

ED 199 624

Residential Patterns

Euro-Ethnic Families and Housing in Urban America.

ED 200 679//

Resource Allocation

Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1978.

ED 200 353

Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.

ED 199 461

The Development of a State Distribution System for Federal Vocational Education Funds.

ED 199 566

Federal Involvement in Libraries. The Federal Role in the Federal System: The Dynamics of Growth. Commission Report A-84.

ED 200 217

Higher Education in the Eighties.

ED 200 068

The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79.

ED 199 896

Muskogee Community Analysis: A Study of the Community of Muskogee, Oklahoma, and the Muskogee Public Library with Recommendations for the Library.

ED 200 237

Student Affairs in the 1980s: A Decade of Crisis or Opportunity?

ED 199 610

Taxing & Spending in the Silver State.

ED 199 807

Resource Materials

Aboard the Space Shuttle.

ED 200 440

Energy Education Materials Bibliography, K-12. 1980. Second Edition.

ED 200 423

Family Relationships and Parenting Education: Aging. Instructor Guide.

ED 199 623

Material Processing Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education K-12.

ED 199 533

Medical Handbook for Pilots.

ED 200 433

Medical Service Clinical Laboratory Procedure-Hematology.

ED 200 431

Medical Service Clinical Laboratory Procedures-Parasitology.

ED 200 430

Medical Service Clinical Laboratory Procedures-Serology.

ED 200 429

Midwest Race Desegregation Assistance Center Annotated Bibliography 1979.

ED 200 311

Mosquitoes: A Resource Book for the Classroom.

ED 200 392

Nutrition Education: Selected Resources. Bibliographies.

ED 200 521

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 D.

ED 199 427

School Climate Assessment Programs. Technical Assistance Bulletin 38.

ED 199 883

University of South Alabama Dialect Tape Center: Audio Tape Resources.

ED 199 782

1980 Ohio Regional Conferences on Mathematics Education.

ED 200 421

Resource Room Programs

Hearing Resource Program, 1979-1980. Report No. 33:10:79/80:003.

ED 199 948

Tillamook's Learning Disabilities Program for Secondary Students. OSSC Bulletin, Vol. 24, No. 5.

ED 199 889

Resources

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7.

ED 199 418

Resources in Education

Resources in Education (RIE). Volume 16, Number 8.

ED 199 376

Respiratory System

Bilingual Skills Training Program. Barbering-/Cosmetology. Module 9.0: Respiratory System.

ED 199 506

Respiratory Therapy

A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee.

ED 200 161

Response Style (Tests)

Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety.

ED 200 633

A PLATO Probabilistic Testing System.

ED 200 614

Sex Differences in Sixth Grade Children's Problem Solving.

ED 200 649

Responses

The "Unacknowledged" Rape Victim.

ED 199 590

Responsibility

Determinants of Self-Centered Judgments of Responsibility in Group Settings.

ED 199 600

Effects of Outcome Knowledge and Content on Supervisors' Judgments.

ED 199 607

Information About Alcohol Consumption as a Determinant of Responsibility Attributions.

ED 199 574

The "Unacknowledged" Rape Victim.

ED 199 590

Restitution Programs

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23.

ED 199 870

Retailing

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.

ED 199 423

Supplement for Teaching Distributive Education II: Course of Study.

ED 199 469

Retention (Psychology)

Development of Preschoolers' Learning, Retention, and Generalization of Concepts.

ED 200 324

The Effects of Review Questions and Review Concepts on Retention in a Personalized System of Instruction Class.

ED 200 114

Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.

ED 199 667

Short-Term Memory and Reading Related Language Patterns.

ED 199 632

Retirement

Preretirement Education and Counseling.

ED 199 611

Retirement Benefits

Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo.

ED 199 448

Teacher Retirement Systems: Summary of the 1977 Survey.

ED 200 563

Retrenchment

Declining Enrolments in Manitoba's Public Schools: Issues and Information.

ED 199 842

The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79.

ED 199 896

The 80's: How Will Public Education Respond? A Report of the Council of Chief State School Officers' Annual Summer Institute (10th, Jeffersonville, Vermont, Just 25-August 2, 1979).

ED 199 833

Review (Reexamination)

Federal R&D Obligations Will Show Real Growth in 1981 - Mostly From DOD Programs. Science Resources Studies Highlights, December 31, 1980.

ED 200 406

Revision (Written Composition)

Audience-Based Composition: The Freshman Writer and the Professional Journalist.

ED 199 706

Re: Revision-An Analysis of the Revision Strategies of College Writers.

ED 199 760

Rewriting in Advanced Composition.

ED 199 738

Rhetorical Invention: Implications for Rewriting.

ED 199 728

Rewards

School Desegregation to Integration Through Changes in Social Structure.

ED 200 654

Rhetoric

Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression.

ED 199 802

Coaching for Individual Events.

ED 199 797

God, Preachers, and Segregation.

ED 199 803

Lyndon Johnson's Press Conferences.

ED 199 798

Rhetoric: The Methodology of the Humanities.

ED 199 721

Writing in the Academic Community.

ED 199 752

Rhetorical Theory

The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process.

ED 199 731

Rhetoric: The Methodology of the Humanities.

ED 199 721

Role Models

The Teacher's Story: The Oldest and Newest Form of Educational Research.

ED 200 597

Role Perception

An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor.

ED 200 527

The Evolution of Roles and Aspirations: Burgeoning Choices for Females.

ED 200 110

Role Playing

A Communication Skills Training Course for Dental Students.

ED 200 088

Role Learning

The Effects of Review Questions and Review Concepts on Retention in a Personalized System of Instruction Class.

ED 200 114

Runaways

Comprehensive Treatment of Runaway Children and Their Parents.

ED 199 581

Rural America Guidance Series

Can Research Improve Career Guidance Programs in Rural Schools?

ED 199 542

Rural Areas

Guidebook for Vocational Education for the Handicapped. Revised.

ED 199 522

Project Sunrise: Handicapped Children's Early Education Program: Third Year Demonstration. Final Report, July 1, 1979-June 30, 1980.

ED 199 942

Significant Inservice Delivery System Designs for Geographically Isolated School Personnel.

ED 200 569

Rural Development

Knowledge Generation, Organization Dissemination and Utilization for Rural Development.

ED 200 379

Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979.

ED 200 344

Subject Index

Rural Education

Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report. July 1, 1976 through June 30, 1979.

ED 199 951

An Emerging Model in Rural America. Community Based Education, Paper Number Four.

ED 200 382

Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy.

ED 200 373

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

ED 199 570

Rural Environment

Until the Fire and the Rose Are One.

ED 200 369

Rural Population

Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent.

ED 200 384

Rural Schools

Can Research Improve Career Guidance Programs in Rural Schools?

ED 199 542

National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act.

ED 200 385

Peruvian Rural School Construction System. SERP 71: Sierra Type.

ED 200 345

Profile Of A Rural Teachers' Center. Teachers' Center Exchange. Occasional Paper No. 2.

ED 200 603

Special Funding for Small and/or Isolated Rural Schools.

ED 200 342

Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980.

ED 199 524

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

Rural Urban Differences

Living Conditions of Some Basic School Children: Pointers to Disadvantage.

ED 200 313

Rural Youth

Factors Affecting the Life Plans of Low-Income Rural Youth.

ED 200 371

Missed the Bus?

ED 200 370

Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet.

ED 200 361

Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet.

ED 200 360

Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet.

ED 200 363

Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet.

ED 200 362

Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making.

ED 200 357

Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance.

ED 200 358

Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area.

ED 200 356

Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers.

ED 200 359

The Reasons Why Farm Children Drop Out of School.

ED 200 380

Until the Fire and the Rose Are One.

ED 200 369

Victims of Myth: The Situation of Rural Youth in Britain.

ED 200 368

Russian

New York City Russian Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980.

ED 200 704

Russian Language Program Guide.

ED 200 031

Rutgers the State University New Brunswick NJ

The Impact of Triple Room Assignment on Students at Rutgers and Douglass Colleges.

ED 200 186

Safety

Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety.

ED 199 487

Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety.

ED 199 484

Safety Education

The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."

ED 200 322

School Safety Handbook. A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23.

ED 199 806//

Selected Sources of Instructional Materials. A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education.

ED 200 552

Standard First Aid Training Course. Naval Education and Training Command Rate Training Manual.

ED 200 434

Training for School Bus Safety. Technical Assistance Bulletin 30.

ED 199 875

Salaries

Compensation in Illinois Institutions of Higher Education. Summary of Findings.

ED 200 157

Salaries and Related Information for Kansas School Library Media Directors in 1978-1979.

ED 200 212

Sex-Composition of Occupation and the Determinants of Women's Earnings.

ED 199 562

Salary Wage Differentials

Sex-Composition of Occupation and the Determinants of Women's Earnings.

ED 199 562

Salem Public Schools OR

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5.

ED 199 859

Salesmanship

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.

ED 199 423

Supplement for Teaching Distributive Education II: Course of Study.

ED 199 469

Salient Issues (Jean et al)

Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs.

ED 200 637

School Buses

285

Sanitation

Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation.

ED 199 498

Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety.

ED 199 484

Sarason Test Anxiety Scale

Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety.

ED 200 633

Scheduling

Production Scheduling for Rehabilitation Workshops.

ED 199 539

Schema Theory

Confirming Story Grammar Structures.

ED 199 643

Schemata

Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197.

ED 199 668

Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

ED 199 662

Schizophrenia

Life Events and Two-Year Outcome in Schizophrenia.

ED 199 596

Scholars in the Arts Program

Evaluation of Videotaped and Live Theatre Auditions.

ED 200 610

Scholarship

Centres of Excellence in British Universities.

ED 200 076

Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980).

ED 200 218

Scholarship at a Land-Grant University.

ED 200 184

Writing in the Academic Community.

ED 199 752

Scholastic Aptitude Test

1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends.

ED 200 082

School Administration

Control Points in School Business Management, Presenting General Observations, Specific Control Points, and a Series of Checkpoints for the Practicing School Business Administrator.

ED 199 804//

The Principalship. A Selected Bibliography.

ED 199 914

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

School Aides

A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report.

ED 200 651

School Attitudes

Survey of Secondary School Perceptions. Research Report.

ED 199 893

School Buses

Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4.

ED 199 841

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5.

ED 199 859

Training for School Bus Safety. Technical Assistance Bulletin 30.

ED 199 875

School Business Officials

Control Points in School Business Management, Presenting General Observations, Specific Control Points, and a Series of Checkpoints for the Practicing School Business Administrator.
ED 199 804//

School Business Relationship

Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.
ED 199 509

Occupational Education Today. New Directions for Community Colleges, Number 33.
ED 200 286

Short Term Skill Training. Alternative Approaches. Information Series No. 222.
ED 199 445

Vocational Education and Training in Denmark.
ED 199 481

Workplace Perspectives on Education and Training. Volume 1.
ED 200 143//

School Closing

Civilized Strategies for Closing Schools.
ED 199 904

The Effects of Closing Five Schools in 1979 on School District Enrollments.
ED 199 923

School Community Programs

Community-Based Ethnic Heritage Studies Program. Final Report.
ED 200 483

An Emerging Model in Rural America. Community Based Education, Paper Number Four.
ED 200 382

School Community Questionnaire

Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20.
ED 200 343

School Community Relationship

An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.
ED 200 372

Coast Community Colleges Community Telephone Survey 1980, Report Number 2. The Coast Message: An Examination of the Extent to Which Basic Marketing Efforts Are Reaching the Community.
ED 200 292

Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978.
ED 200 128

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook.
ED 199 854

Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34.
ED 199 879

Interface in Retrospect, 1978-1980.
ED 200 289

Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/-Community Service Task Force...Master Plan for Lifelong Learning.
ED 200 168

The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.
ED 200 129

School-Community Cooperation: Oakland's Adopt-a-School Program. Technical Assistance Bulletin 25.
ED 199 872

Utilization of Marketing Techniques in California Community Colleges.
ED 200 295

Visitor Control in the Schools. Technical Assistance Bulletin 20.
ED 199 867

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32.
ED 199 877

Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33.
ED 199 878

School Construction

Peruvian Rural School Construction System. SERP 71: Sierra Type.
ED 200 345

School Counselors

Requirements for Certification For Elementary Schools, Secondary Schools, and Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-Sixth Edition.
ED 200 605//

School Court Liaison Program

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31.
ED 199 876

School Demography

Pupil Population Projections: Essential Tools for Educational Planners.
ED 199 895

School Desegregation

Black Students in Interracial Schools: A Guide for Students, Teachers, and Parents.
ED 200 652//

PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980.
ED 200 672

A Practitioners' Guide for Achieving Student Integration in City High Schools.
ED 200 669

School Districts

Career Education Program Design.
ED 199 453

Contingency Planning. Technical Assistance Bulletin 35.
ED 199 880

Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs.
ED 199 392

In the Matter of the Board of Education of the City of Trenton, Mercer County. Commissioner of Education Decision.
ED 200 670

Local Opinion Surveys for Career Education.
ED 199 455

Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act.
ED 199 377

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31.
ED 199 876

School Improvement Processes in Career Education.
ED 199 456

Special Purpose Dissemination Grant. Final Report.
ED 200 234

Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980.
ED 199 524

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report.
ED 199 981

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.
ED 199 978

School Funds

The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79.
ED 199 896

School Health Services

Early Identification & Readiness Program. Monograph 3.
ED 199 680

School Holding Power

Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System.
ED 200 687

College Student Attrition and Retention. College Board Report No. 81-1.
ED 200 170

Subject Index

College Student Perceptions Four Year Follow-up: 1973-77, Characteristics of Freshmen Associated with Retention.
ED 200 125

The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.
ED 200 083

Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.
ED 200 127

Recruitment, Retention, Attrition Project.
ED 200 297

The Retention Committee, University of Pittsburgh. A Report to the Provost.
ED 200 178

Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs.
ED 200 158

Student Retention Strategies. AAHE-ERIC/-Higher Education Research Report No. 8, 1980.
ED 200 118

School Law

Resource Handbook on Discipline Codes.
ED 199 885

School Law: A Generic Competency For Teachers.
ED 200 548

Student and Parent Rights in Public Education.
ED 199 891

Students' Rights and Responsibilities Handbook. 1980 Revision.
ED 199 908

School Libraries

Materials Processing: Centralized Versus the Individual School, A Continuing Controversy.
ED 200 242

Subject Headings Guide: Adapted from Sears List of Subject Headings and the Canadian Companion to Sears. School Library Guide. SL-37-80.
ED 200 257

School Newspapers

The New Adviser. Updated Second Edition.
ED 199 748

School Organization

Middle School Research: Selected Studies 1977-79.
ED 199 819

Monograph on Semester System for Universities.
ED 200 147

Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science.
ED 200 448

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.
ED 200 164

School Personnel

Personnel Retention in the College and University Information Systems Environment.
ED 200 273

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?
ED 200 097

School Policy

Grading Attendance: Does It Reduce Absenteeism?
ED 199 408

Resource Handbook on Discipline Codes.
ED 199 885

Students' Rights and Responsibilities Handbook. 1980 Revision.
ED 199 908

A Survey of Student Rights in a Public and Alternative High School.
ED 199 592

School Publications

The New Adviser. Updated Second Edition.
ED 199 748

School Registration

Early Identification & Readiness Program. Monograph 3.
ED 199 680

Subject Index

School Role

The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202.

ED 199 435

The Response of the Schools to Teenage Pregnancy and Parenthood.

ED 199 629

The Teaching of Employability Skills: Who's Responsible?

ED 199 429

School Safety

Contingency Planning. Technical Assistance Bulletin 35.

ED 199 880

School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39.

ED 199 884

School Safety Handbook. A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23.

ED 199 866

Visitor Control in the Schools. Technical Assistance Bulletin 20.

ED 199 867

School Security

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook.

ED 199 852

Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17.

ED 199 865

The Officer Friendly Program. Technical Assistance Bulletin 9.

ED 199 862

School Security. The Best of ERIC on Educational Management, Number 57.

ED 199 829

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8.

ED 199 861

School Size

Allocation of Resources to Computer Support in Two-Year Colleges.

ED 200 280

School Supervision

The Principals' A Selected Bibliography.

ED 199 914

School Support

The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79.

ED 199 896

School Finance Policies and Practices. The 1980s: A Decade of Conflict.

ED 199 927

School Surveys

Integral Elements of an Effective Mathematics Program.

ED 200 415

Local Opinion Surveys for Career Education.

ED 199 455

Private School Data: Issues of Policy and Procedure. The Federal Perspective.

ED 200 388

Sabbatical Report: A Study of College Freshman English Courses.

ED 199 712

School Vandalism

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22.

ED 199 869

Compendium Listing.

ED 199 856

A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19.

ED 199 866

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook.

ED 199 848

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook.

ED 199 849

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook.

ED 199 850

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook.

ED 199 851

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook.

ED 199 852

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook.

ED 199 853

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook.

ED 199 854

Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes.

ED 199 847

Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34.

ED 199 879

National School Resource Network. Technical Assistance Bulletin 1.

ED 199 857

Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17.

ED 199 865

The Open Road Student Involvement Project. Technical Assistance Bulletin 29.

ED 199 874

Program Resource Guide.

ED 199 855

School Security. The Best of ERIC on Educational Management, Number 57.

ED 199 829

Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26.

ED 199 873

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8.

ED 199 861

Schools of Education

Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation.

ED 200 537

Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings.

ED 200 575

Science Activities

Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).

ED 200 445

Mosquitoes: A Resource Book for the Classroom.

ED 200 392

Pennsylvania's Energy Curriculum for the Primary Grades.

ED 200 407

Pennsylvania's Energy Curriculum for the Secondary Grades: Biological Science.

ED 200 409

Teacher's Guide for Balloons and Gases.

ED 200 391

Teacher's Guide for Earthworms.

ED 200 393

Teacher's Guide for Senior Balancing.

ED 200 394

Science Careers

Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.

ED 200 354

Science Education Research

287

Psycho-Social Influences on the Accomplishments of Mexican-American Students.

ED 200 355

Science Course Improvement Projects

Mosquitoes: A Resource Book for the Classroom.

ED 200 392

Teacher's Guide for Balloons and Gases.

ED 200 391

Teacher's Guide for Earthworms.

ED 200 393

Teacher's Guide for Senior Balancing.

ED 200 394

Science Curriculum

Citizen Education on Nuclear Technology (CENT).

ED 200 396

Citizen Education on Nuclear Technology (CENT). Teacher's Guide.

ED 200 397

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

Science Curriculum Guide, Grades K-6.

ED 200 401

Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science.

ED 200 448

Science Departments

Tenure Practices in Universities and 4-Year Colleges Affect Faculty Turnover.

ED 200 126

Science Education

Coastal Awareness: A Resource Guide for Teachers in Elementary Science.

ED 200 453

Coastal Awareness: A Resource Guide for Teachers in Junior High Science.

ED 200 454

Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.

ED 200 399

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).

ED 200 400

Pennsylvania's Energy Curriculum for the Primary Grades.

ED 200 407

Pennsylvania's Energy Curriculum for the Secondary Grades: Biological Science.

ED 200 409

Pennsylvania's Energy Curriculum for the Secondary Grades: Earth Science.

ED 200 410

Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module.

ED 200 408

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

Science Education Research

Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.

ED 200 449

An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students.

ED 200 447

National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).

ED 200 400

Science Fiction

Science Fiction as Social Movement: Ideology and Resource Mobilization in Cultural Production and Reproduction.

ED 200 485

Science Instruction

Conservation of Energy: Idea and Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Eight.

ED 200 424

Education for the Gifted in Science and Mathematics. Revised.

ED 199 938

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

A Solar Energy Curriculum for Elementary Schools, Kindergarten Through Grade Six. Field Test Copy.

ED 200 450

Teaching Techniques in Clinical Chemistry.

ED 200 457

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

Science Interests

Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.

ED 200 354

Psycho-Social Influences on the Accomplishments of Mexican-American Students.

ED 200 355

Science Laboratories

Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition.

ED 200 427

Science Programs

Program in Science, Technology, and Society.

ED 200 090

Science Teachers

National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23.

ED 200 443

Sciences

Employment Attributes of Recent Science and Engineering Graduates. Special Report.

ED 200 123

Rhetoric: The Methodology of the Humanities.

ED 199 721

Scientific and Technical Information

Defense Technical Information Center Referral Data Bank Directory.

ED 200 256

Scientific Methodology

Rhetoric: The Methodology of the Humanities.

ED 199 721

Scientific Research

Federal R&D Obligations Will Show Real Growth in 1981 - Mostly From DOD Programs. Science Resources Studies Highlights, December 31, 1980.

ED 200 406

Research in Chemistry at Private Undergraduate Colleges. Second Edition.

ED 200 455

Scientists

Rhetoric: The Methodology of the Humanities.

ED 199 721

Scores

The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores.

ED 199 995

Scoring

Guidelines for Objective Testing of Students.

ED 200 628

Monograph on Grading for Universities.

ED 200 146

The Scoring of Writing Samples: A Study.

ED 199 758

Scoring Formulas

The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores.

ED 199 995

New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses.

ED 200 608

A PLATO Probabilistic Testing System.

ED 200 614

Screening Tests

A Review of Assessment Instruments and Procedures for Young Exceptional Children.

ED 199 987

Seafarers

Sea Training at Maritime Academies Oversight. Hearings Before the Ad Hoc Select Subcommittee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, House of Representatives, Ninety-Sixth Congress, Second Session on Sea Training of United States Merchant Marine Officers and Different Ways of Satisfying This Requirement at the Various Maritime Academies.

ED 200 444

Search Strategies

BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised.

ED 200 202

BRS Mini-Manual: A Brief Guide to User Commands.

ED 200 220

Seattle Public Schools WA

The Effects of Closing Five Schools in 1979 on School District Enrollments.

ED 199 923

Second International Mathematics Study

An International Review of Minimal Competency Programs in Mathematics.

ED 200 438

Second Language Instruction

Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden, May 15-17, 1979).

ED 200 378

Foreign Language Reading Research: Recent Trends and Future Prospects.

ED 200 057

French Language Program Guide.

ED 200 027

German Language Program Guide.

ED 200 028

Hawaiian Language Program Guide.

ED 200 029

Japanese Language Program Guide.

ED 200 030

The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2.

ED 200 034

Russian Language Program Guide.

ED 200 031

Spanish Program Guide.

ED 200 032

TEFL/TESL Newsletter, Volume 2, Number 2.

ED 199 997

TEFL/TESL Newsletter, Volume 2, Number 3.

ED 199 998

TEFL/TESL Newsletter, Volume 2, Number 4.

ED 199 999

TEFL/TESL Newsletter, Volume 3, Number 1.

ED 200 000

TEFL/TESL Newsletter, Volume 3, Number 2.

ED 200 001

TEFL/TESL Newsletter, Volume 3, Number 3.

ED 200 002

TEFL/TESL Newsletter, Volume 3, Number 4.

ED 200 003

TEFL/TESL Newsletter, Volume 4, Number 1.

ED 200 004

Telephone Gambits. A Module for Teaching Telephone English to Second Language Learners.

ED 200 042

TESL Reporter, Vol. 5, Nos. 2 and 4.

ED 200 036

Toward a Philosophy of Second-Language Learning and Teaching. The Foreign & Second Language Education Series.

ED 200 039//

UCLA Graduate Theses in English as a Second Language, 1969-1978.

ED 200 055

Second Language Learning

Competence communicative et acquisition des vocabulaires (Communicative Competence and Vocabulary Learning).

ED 200 019

How to Learn a Foreign Language.

ED 200 038//

The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2.

ED 200 034

New Dimensions in Second Language Acquisition Research.

ED 200 063//

The Teacher's Attitude toward the Student's Output in the Second Language Classroom.

ED 200 056

Toward a Philosophy of Second-Language Learning and Teaching. The Foreign & Second Language Education Series.

ED 200 039//

Second Language Programs

Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden, May 15-17, 1979).

ED 200 378

Foreign Language Framework for California Public Schools: Kindergarten through Grade Twelve.

ED 200 040

Foreign Languages in Education. NCLE Papers and Reports 1.

ED 200 033

Mele-Maat: First Year Evaluation of a British Primary School in the New Hebrides.

ED 200 318

Refugee Settlers: Some Aspects of Australia's Changed Institutional Response.

ED 200 383

TESL Reporter, Vol. 6, No. 3.

ED 200 041

Second Languages

Languages, Education and Industry: A Summary of Reports and Conferences.

ED 200 016

Secondary Education

Coastal Awareness: A Resource Guide for Teachers in Junior High Science.

ED 200 454

Competency Based Education Program. Final Report, June 1, 1978-November 30, 1979.

ED 199 892

Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics.

ED 200 412

Secondary School Mathematics

An Analysis of the Range of 2B and 3A Responses to Three Inhelder Tasks.

ED 200 446

Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436

Teaching Statistics and Probability: 1981 Yearbook.

ED 200 426//

1980 Ohio Regional Conferences on Mathematics Education.

ED 200 421

Secondary School Science

An Analysis of the Range of 2B and 3A Responses to Three Inhelder Tasks.

ED 200 446

Coastal Awareness: A Resource Guide for Teachers in Junior High Science.

ED 200 454

An Experimental Engineering Technology Career Program for Disadvantaged Minority Students.

ED 200 395

Pennsylvania's Energy Curriculum for the Secondary Grades: Biological Science.

ED 200 409

Pennsylvania's Energy Curriculum for the Secondary Grades: Earth Science.

ED 200 410

Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module.

ED 200 408

Secondary School Teachers

Career Planning for the Educator: Validating Current Career Development Theories.

ED 200 570

An Exemplary Introductory Course For Secondary Education Majors.

ED 200 540

Teacher Assessment of Supervisory Evaluations.

ED 200 514

Secondary Schools

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

Secretaries

Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978.

ED 199 511

The Secretary as an Information Resource.

ED 200 047

Segmentation Skills

Segmentation Skills of Young Children.

ED 200 339

Selection

Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980.

ED 199 457

Self Actualization

Character Education Curriculum [and] Achievement Skills: Guidelines for Personal Success, Level I Junior High, Ages 11-14, Course Description [and] Level II, High School, Ages 15-18, Course Description.

ED 200 463

Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.

ED 199 461

Poetry and the "Me" Generation: Democratizing the "Ars Poetica".

ED 199 750

Self Concept

Helping the Displaced Homemaker: One Day at a Time.

ED 199 609

La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismico Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.)

ED 200 668

Measuring Attitude Change Toward Special Needs Learners. Final Report.

ED 200 539

Portrayals of Teacher Development.

ED 200 600

The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education.

ED 199 407

Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.

ED 200 591

Training the Tutor: A Comparison of Attitudes toward Writing.

ED 199 766

Self Concept Measures

Self-Concept, Self-Esteem and Deafness: Research Problems and Findings.

ED 199 603

Self Control

One School's Positive Action Plan.

ED 200 375

Validation of a Weight Reduction Treatment Package for the Retarded.

ED 199 962

Self Directed Groups

Self-Formulating Study-Groups: An Innovative Approach to Staff Development in Denmark.

ED 200 544

Self Employment

Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

ED 199 444

Self Esteem

The Effect of Group Counseling and Physical Fitness Programs on Self-Esteem and Cardiovascular Fitness.

ED 200 531

Project Adventure Summer Trip-June 25-July 16, 1972.

ED 200 365

Self-Concept, Self-Esteem and Deafness: Research Problems and Findings.

ED 199 603

Theories of the Alcoholic Personality.

ED 199 579

Self Evaluation (Groups)

Gainesville Junior College Community Impact Study/Needs Assessment Inventory.

ED 200 264

An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process.

ED 200 087

Special Educational Needs Program (SEN). A Technical Report, FY 1978.

ED 199 986

Self Evaluation (Individuals)

Career Planning for the Educator: Validating Current Career Development Theories.

ED 200 570

Communication Styles in the Classroom.

ED 200 266

Images: A Guide to Futurizing Your Classroom.

ED 199 627

Student Development/Classroom Collaboration.

ED 200 288

Teachers' Conceptions of Their Own Success. Current Issues.

ED 200 518

The Teacher's Story: The Oldest and Newest Form of Educational Research.

ED 200 597

Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.

ED 200 647

Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien.

ED 199 573

Self Help Programs

Helping the Displaced Homemaker: One Day at a Time.

ED 199 609

Self Regulation (Groups)

Litigation Costs and Self-Censorship.

ED 199 783

Semantic Abbreviation

Spoken Language and the Development of Writing Abilities.

ED 199 729

Semantic Contrasts

Children's Communication of Basic Level and Subordinate Level Semantic Contrasts.

ED 199 690

Semantics

Children's Communication of Basic Level and Subordinate Level Semantic Contrasts.

ED 199 690

Children's Inferential Comprehension of Pragmatic Causal Relations in Reading.

ED 199 689

The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often"?

ED 200 620

Theoretical Aspects of Translation.

ED 200 043

Word Association Extended: A Study of the Effects of Written Context on Word Meaning.

ED 199 686

Semester System

Monograph on Semester System for Universities.

ED 200 147

Semiotics

Aspects semiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks).

ED 200 021

Of Puppet Voices and Interlocutors: Exposing Essences of Puppetry and Speech.

ED 200 048

Sentence Combining

Sentence Combining and Error Reduction.

ED 199 694

Sentence Combining: Everything for Everybody or Something for Somebody.

ED 199 753

Sentence Structure

Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.

ED 199 704

Separatism

Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95.

ED 200 061

Sequential Approach

Elementary Map and Globe Skills Program.

ED 200 482

Sequencing and Branching: Implications for Theory and Practice.

ED 199 708

Sequential Learning

Team Approach to Field Based Preservice Teacher Education.

ED 200 556

Sermons

God, Preachers, and Segregation.

ED 199 803

Serology

Medical Service Clinical Laboratory Procedures-Serology.

ED 200 429

Services

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7.

ED 199 418

Resource Notebook.

ED 199 912

Severe Disabilities

Expanding Opportunities: Vocational Education for the Handicapped.

ED 199 949

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.

ED 199 983

Human Service Technician Project. Final Project Report, June 1978-May 1980.

ED 199 982

Training Systems for Institutions. Teaching Research, Vol. IX, No. 1.

ED 199 954

Severe Mental Retardation

Expanding Opportunities: Vocational Education for the Handicapped.

ED 199 949

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.

ED 199 983

Human Service Technician Project. Final Project Report, June 1978-May 1980.

ED 199 982

Sex Bias

Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups. Final Report, May 15, 1978-September 30, 1979.

ED 199 538

Ideas, Creencias, Actitudes. Primer Modulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes. First Module of a Series for Elementary Teachers).

ED 200 688

Implementing Guidelines. Illinois Law Providing for Sex Equity in Education (Sections 24-4, 24-7, 27-1 of The School Code of Illinois).

ED 199 926

Non-Sexist Teacher Education Project Field Trial. Evaluation Report.

ED 200 526

Por Que Rosa No Es Valiente? Cuarto Modulo de una Serie para Maestros de Escuela Elemental (Why Isn't Rosie Brave? Fourth Module of a Series for Elementary School Teachers).

ED 200 690

School System Response to Planned Interventions to Reduce Sex Bias.

ED 200 511

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.

ED 199 482

Sex Stereotyping in Drug Advertisements: Evaluation of the Informal Curriculum.

ED 200 480

The Token Ineffectual: The Woman in Academe.

ED 199 602

Sex Differences

Living Conditions of Some Basic School Children: Pointers to Disadvantage.

ED 200 313

Managerial Styles in Academe: Do Men and Women Differ?

ED 199 794

Perceptions of Male and Female Dominant Behavior in Small Group Interactions.

ED 199 776

Sex Differences in Sixth Grade Children's Problem Solving.

ED 200 649

Theories of the Alcoholic Personality.

ED 199 579

Viva La Diferencia! Segundo Modulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers).

ED 200 689

Sex Discrimination

Design for Equity: Women and Leadership in Higher Education.

ED 200 124

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

ED 200 098

A Parent Guide to Title IX.

ED 200 673

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.

ED 199 482

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?

ED 200 097

Women in Higher Education Administration: Status and Strategies.

ED 200 120

Sex Education

American Public Opinion Toward Sex Education and Contraception for Teenagers.

ED 200 496

Family Life and Child Development: A Selective, Annotated Bibliography Cumulative Through June 1979.

ED 200 301

Sex Fairness

Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

ED 199 444

Equitunity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education.

ED 199 548

Equitunity in Vocational Education Administration: A Handbook for Women.

ED 199 547

Implementing Guidelines. Illinois Law Providing for Sex Equity in Education (Sections 24-4, 24-7, 27-1 of The School Code of Illinois).

ED 199 926

Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.

ED 199 401

A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools.

ED 200 662

Non-Sexist Teacher Education Project Field Trial. Evaluation Report.

ED 200 526

A Parent Guide to Title IX.

ED 200 673

Resource Notebook.

ED 199 912

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.

ED 199 482

They Chose Greatness: Women Who Shaped America and the World.

ED 200 674

Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students.

ED 200 663

Sex Role

Auxilio, Socorro! Salve! Los Esterioripos de la Mujer en la Television. Octavo Modulo de una Serie para Maestros de Escuela Elemental. Fara Usar con la Grabacion (Help! Help! Save me! Sexual Stereotyping of Women. Eighth Module of a Series for Elementary School Teachers. Audiotape Transcriptions).

ED 200 692

Changes and Contradictions in Children's Sex-Role Concepts.

ED 199 594

Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area.

ED 200 356

Por Que Rosa No Es Valiente? Cuarto Modulo de una Serie para Maestros de Escuela Elemental (Why Isn't Rosie Brave? Fourth Module of a Series for Elementary School Teachers).

ED 200 690

Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs.

ED 200 637

Sex Roles and Psychotherapy: Research Bases for Models of Health.

ED 199 599

Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo.

ED 199 448

Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien.

ED 199 573

Sex Stereotypes

Auxilio, Socorro! Salve! Los Esterioripos de la Mujer en la Television. Octavo Modulo de una Serie para Maestros de Escuela Elemental. Fara Usar con la Grabacion (Help! Help! Save me! Sexual Stereotyping of Women. Eighth Module of a Series for Elementary School Teachers. Audiotape Transcriptions).

ED 200 692

Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups. Final Report, May 15, 1978-September 30, 1979.

ED 199 538

Dona Ana No Esta Aqui. Sexto Modulo de una Serie para Maestros de Escuela Elemental (Dona Ana Isn't Here. Sixth Module of a Series for Elementary School Teachers).

ED 200 691

Ideas, Creencias, Actitudes. Primer Modulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes. First Module of a Series for Elementary Teachers).

ED 200 688

Por Que Rosa No Es Valiente? Cuarto Modulo de una Serie para Maestros de Escuela Elemental (Why Isn't Rosie Brave? Fourth Module of a Series for Elementary School Teachers).

ED 200 690

Subject Index

Sex Stereotyping in Drug Advertisements: Evaluation of the Informal Curriculum.

ED 200 480

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide.

ED 200 352

Viva La Diferencia! Segundo Modulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers).

ED 200 689

Sexual Harassment

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?

ED 200 097

Shared Facilities

Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20.

ED 200 343

An Emerging Model in Rural America. Community Based Education, Paper Number Four.

ED 200 382

Shared Services

A Regional Plan for Optometric Education in the West.

ED 200 136

Sheltered Workshops

Production Scheduling for Rehabilitation Workshops.

ED 199 539

Shop Curriculum

Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts.

ED 200 413

Short Term Training

Short Term Skill Training. Alternative Approaches. Information Series No. 222.

ED 199 445

Shorthand

Lambrecht Shorthand Aptitude Test and Teacher's Manual.

ED 200 641

Siblings

Use of Case History Data for the Development of Equations in Predicting High Risk, Reading Disabled Students.

ED 199 687

Simulation

Futures Research: Financial Planning. Research Report.

ED 199 894

Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance.

ED 200 358

Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers.

ED 200 359

A Review of the IEE's Involvement in Academic Gaming.

ED 200 230

Singapore American School

A Consultant Study of the Singapore American School Facilities.

ED 199 921

Single Sex Schools

An Educational Research Framework Applied to a Secondary School in Japan.

ED 200 467

Site Analysis

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2.

ED 199 413

Site Development

Camp Unit Design Guidelines.

ED 200 513

A Guide for Establishing and Evaluating SYEP Worksites.

ED 199 554

Subject Index

Site Selection

Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education.

ED 199 467

A Guide for Establishing and Evaluating SYEP Worksites.

ED 199 554

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2.

ED 199 413

Situational Functional Approach

Instant Interaction for Entry-Level ESL Students.

ED 200 058

Sixth Form

Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.

ED 199 383

Skeletal Systems

Bilingual Skills Training Program. Barbering/Cosmetology. Module 4.0: Skeletal System.

ED 199 500

Skill Development

Adaptations of Homemaking Skills for the Aged: Food Management. Teacher's Manual and Participant's Manual.

ED 199 621

Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.

ED 199 620

Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.

ED 199 618

Basic Skills in Asian Studies: China. Service Center Papers on Asian Studies, No. 13.

ED 200 493

Basic Skills in Asian Studies. Service Center Papers on Asian Studies, No. 14.

ED 200 494

Creating Change.

ED 199 567

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

ED 199 430

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80).

ED 199 530

A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students.

ED 199 994

Options: A Career Development Curriculum for Rural High School Students. Unit II. Decision Making.

ED 200 357

Problem-Oriented Parent Conferences: A Training Strategy for School Personnel.

ED 199 608

Say It With More Than Words.

ED 199 597

Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation.

ED 199 612

Short Term Skill Training. Alternative Approaches. Information Series No. 222.

ED 199 445

Skills

Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.

ED 199 947

Slides

Educational Slides: Form and Function.

ED 200 189

Slow Learners

An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.

ED 200 372

Small Businesses

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1.

ED 199 409

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2.

ED 199 410

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.

ED 199 411

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1.

ED 199 412

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2.

ED 199 413

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3.

ED 199 414

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.

ED 199 415

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6.

ED 199 417

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7.

ED 199 418

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.

ED 199 419

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2.

ED 199 420

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

ED 199 421

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.

ED 199 422

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.

ED 199 423

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.

ED 199 424

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.

ED 199 425

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.

ED 199 426

Social History

291

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

ED 199 427

Small Colleges

Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings.

ED 200 575

Small Schools

National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act.

ED 200 385

Special Funding for Small and/or Isolated Rural Schools.

ED 200 342

Smoking

Teenage Smoking: Immediate and Long-Term Patterns.

ED 199 628

Social Attitudes

Changes and Contradictions in Children's Sex-Role Concepts.

ED 199 594

Social Behavior

Health Occupations Education Today! And Tomorrow!

ED 199 471

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume I: Literature in Retrospect.

ED 200 312

Project Basic Instructional Guide. Volume II. Survival Skills.

ED 200 602

Project Basic Instructional Guide. Volume II. Survival Skills. Instructional Resources.

ED 200 601

Sex Roles and Psychotherapy: Research Bases for Models of Health.

ED 199 599

Social Bias

Connecticut's Canterbury Tale: Prudence Crandall and the "School for Nigger Girls".

ED 200 497

Social Change

The Evolution of Roles and Aspirations: Burgeoning Choices for Females.

ED 200 110

Program in Science, Technology, and Society.

ED 200 090

Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979).

ED 199 381

Social Characteristics

Viva La Diferencia! Segundo Modulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers).

ED 200 689

Social Development

Update and Implications of Early Personal-Social Learning.

ED 200 327

Social Distance

The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication.

ED 199 799

Social Environment

Euro-Ethnic Women: Some Observations.

ED 200 681//

Social History

The Politics of Educational Reform in Nineteenth-Century Massachusetts: The Controversy Over the Beverly High School in 1860. Final Report.

ED 200 495

Social Influences

Aspects semiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks).

ED 200 021

Family Relationships and Parenting Education: Aging. Instructor Guide.

ED 199 623

The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth.

ED 199 598

Parent Imprisonment and Child Socialization Research Project. Executive Summary.

ED 200 319

Parent Imprisonment and Child Socialization Research Project. Final Report.

ED 200 308

Pressures That Promote Curriculum Schemes in Kindergarten.

ED 200 337

Psycho-Social Influences on the Accomplishments of Mexican-American Students.

ED 200 355

Science Fiction as Social Movement: Ideology and Resource Mobilization in Cultural Production and Reproduction.

ED 200 485

Social Planning

Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980).

ED 200 461

Social Problems

The Aged and Aging Developmentally Disabled: An Exploration Into Issues and Possibilities.

ED 199 589

Helping Ourselves: Local Solutions to Global Problems.

ED 200 435

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume I: Literature in Retrospect.

ED 200 312

Older Women and Education.

ED 199 576

Social Responsibility

Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Reference and Resource Series.

ED 200 512

Mass Comm Pact: The Concept of Covenant Between Media and Public.

ED 199 746

Social Sciences

Documentation and Information in Youth Research.

ED 200 367

Introduction to the Social Sciences: Teacher's Manual.

ED 200 474

Student Development/Classroom Collaboration.

ED 200 288

Social Security Benefits

Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo.

ED 199 448

Social Services

Adoption Assistance and Child Welfare Act of 1980. Public Law 96-272, Ninety-Sixth Congress, H.R. 3434.

ED 200 309

Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980).

ED 200 461

Ethnicity and Social Services: Some Policy Perspectives.

ED 200 680//

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32.

ED 199 877

Social Studies

Basic Skills in Asian Studies: China. Service Center Papers on Asian Studies, No. 13.

ED 200 493

Basic Skills in Asian Studies. Service Center Papers on Asian Studies, No. 14.

ED 200 494

Conservation of Energy: Idea and Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Eight.

ED 200 424

Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation, Spring, 1980. Summary Report.

ED 200 607

Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Reference and Resource Series.

ED 200 512

A Hero Ain't Nothing But A Great Big Sandwich. A Global Perspectives Experimental Unit.

ED 200 472

Japan/United States Textbook Study Project. Joint Report.

ED 200 500

Learning About Law. A Law-Related Instructional Unit for Children in Grades 5 and 6.

ED 200 501

Learning About Responsibilities. A Law-Related Instructional Unit for Children in Grades 5 and 6.

ED 200 502

Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).

ED 200 445

Modernization and Japan: A Two-Week Unit for High School Social Studies. Service Center Papers on Asian Studies, No. 10.

ED 200 491

Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module.

ED 200 408

Pennsylvania's Energy Curriculum for the Secondary Grades: Social Studies.

ED 200 414

Perceived Benefits of the Social Studies Teacher from the Experience of Supervising Social Studies Interns.

ED 200 499

Practical Politics. Revised Edition.

ED 200 498

Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent.

ED 200 384

Responsibility and You. A Law Related Unit for Grades 2 and 3.

ED 200 504

Rules, Rules, Rules. A Law Related Unit for Grades 2 and 3.

ED 200 503

Socialization

Socialization and Family Violence.

ED 199 615

Update and Implications of Early Personal-Social Learning.

ED 200 327

Sociocultural Patterns

Le francais parle en situation minoritaire: Volume II (Spoken French in a Minority Situation).

ED 200 017

The Social Psychological Significance of Code Switching for Children.

ED 200 024

Socioeconomic Background

Correlates of Drug Use, Part I: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8.

ED 199 616

Socioeconomic Influences

The Reasons Why Farm Children Drop Out of School.

ED 200 380

Socioeconomic Status

Chicano Sociolinguistics: A Brief Introduction.

ED 200 013//

Correlates of Reading and Writing Achievement.

ED 199 642

Until the Fire and the Rose Are One.

ED 200 369

Sociolinguistics

Chicano Sociolinguistics: A Brief Introduction.

ED 200 013//

The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication.

ED 200 052

From Black-White Speech Relationships to the Ethnography of Communication, or, Who Profits from Research?

ED 199 705

Research Survey of Bilingualism and Bilingual Education in the Soviet Union.

ED 200 035

The Social Psychological Significance of Code Switching for Children.

ED 200 024

The Use and Analysis of Uncommon Forms of Address: A Business Example.

ED 200 049

Sociology

Towards a Biosocial Perspective: Suggestions from a Biologist.

ED 200 460

Solar Radiation

Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978.

ED 199 511

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.

ED 199 386

A Solar Energy Curriculum for Elementary Schools, Kindergarten Through Grade Six. Field Test Copy.

ED 200 450

Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy.

ED 200 373

Solo Experience

Project Adventure Summer Trip-June 25-July 16, 1972.

ED 200 365

South Carolina

Annotated Listing of South Carolina Department of Education Publications.

ED 200 246

Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.

ED 200 249

Southern Assn of Land Grant Colls State Univs

A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities.

ED 200 067

Space Exploration

Aboard the Space Shuttle.

ED 200 440

Space Sciences

Aboard the Space Shuttle.

ED 200 440

The Explorer's Guide to the Universe. A Reading List for Planetary and Space Science.

ED 200 441

Spanish

Auto Mechanics Modules 1-6: Bilingual Vocational Language Development Workbook.

ED 199 486

Barbering/Cosmetology, Module 6-10: Bilingual Vocational Language Development Workbook.

ED 199 502

Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair.

ED 199 495

Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety.

ED 199 487

Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System.

ED 199 488

Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System.

ED 199 489

Bilingual Skills Training Program. Auto Mechanics. Module 4.0: The Automotive Electrical System.

ED 199 490

Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions.

ED 199 491

Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology.

ED 199 497

Bilingual Skills Training Program. Barbering/Cosmetology. Module 10.0: Circulatory System.

ED 199 507

Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation.

ED 199 498

Bilingual Skills Training Program. Barbering/Cosmetology. Module 4.0: Skeletal System.

ED 199 500

Bilingual Skills Training Program. Barbering/Cosmetology. Module 5.0: Nervous System.

ED 199 501

Bilingual Skills Training Program. Barbering/Cosmetology. Module 6.0: Muscular System.

ED 199 503

Bilingual Skills Training Program. Barbering/Cosmetology. Module 7.0: Endocrine System.

ED 199 504

Bilingual Skills Training Program. Barbering/Cosmetology. Module 8.0: Excretory System.

ED 199 505

Bilingual Skills Training Program. Barbering/Cosmetology. Module 9.0: Respiratory System.

ED 199 506

Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes.

ED 199 483

Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety.

ED 199 484

Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products.

ED 199 485

Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body.

ED 199 493

Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment.

ED 199 494

Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding.

ED 199 496

Le Golf, El Golf, and Le Baseball.

ED 200 045

Spanish Program Guide.

ED 200 032

Spanish Speaking

Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980.

ED 200 695

Bilingual Program Project SELL. Final Report.

ED 200 698

District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980.

ED 200 696

Project BETA. Community School Board District 6. Manhattan. Evaluation Report, 1979-80.

ED 200 701

Title VII Bilingual Bicultural Program. Community School District 5. Evaluation Report, 1979-1980.

ED 200 702

Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80.

ED 200 693

A Vitalized Transitional Program for Bilingual High School Students, George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980.

ED 200 703

Spatial Ability

The Influence of Perceptual Speed on Performance Versus Paper-And-Pencil Measures of Spatial Ability. Technical Report 1981-4.

ED 200 630

Special Education

The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach.

ED 200 425//

National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act.

ED 200 385

Some Important Considerations in the Development of a Camping Program for Special Education Audiences.

ED 200 377

Too Late at Eight: Prevention and Intervention, Young Children's Learning Difficulties.

ED 199 988

Special Education Teachers

Investigations of the Diagnostic Reliability of Reading Specialists, Learning Disabilities Specialists, and Classroom Teachers: Results and Implications. Research Series No. 88.

ED 199 639

Preservice Field-Based Teacher Training in Special Education.

ED 200 577

Special Health Problems

Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2.

ED 200 559

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977).

ED 199 587

Pawtucket School Department's 1979-1980 Title IV-C, Adaptive and Corrective Program of Physical Education. Final Evaluation Report.

ED 199 955

Special Libraries

Faculty Status and Theological Librarians.

ED 200 208

Special Needs Students

Measuring Attitude Change Toward Special Needs Learners. Final Report.

ED 200 539

Special Olympics

We Killed Them: Trials and Tribulations of a Special Olympic Basketball Team.

ED 199 952

Special Programs

The Adventure Book--A Curriculum Guide to School Based Adventuring with Troubled Adolescents.

ED 200 381

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts.

ED 199 956

Special Schools

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume V: State/Special Facility Substudy Findings. Final Report

ED 199 974

Specifications

CSUC Standard for the CLSI Expanded Title Record.

ED 200 248

Speech Communication

Applied Communication: Use of Speech Communication Faculty Expertise in University Administration.

ED 199 796

Applying Professional Evaluation Standards to Forensics Directors.

ED 199 779

Communication Education in the Future: The Emerging Area of Health Communication.

ED 199 789

Communication Styles in the Classroom.

ED 200 266

Communication Training/Consulting: A Case Study in Training Real Estate Agents.

ED 199 792

Conference Interpretation: A Review of Recent Theory and Research.

ED 200 054

Effective Listening: Key to Intimate Communication.

ED 199 781

Forecasting Communication Competencies of Teachers.

ED 199 775

From Speech to Writing: A Rehearsal Model.

ED 199 735

Instant Interaction for Entry-Level ESL Students.

ED 200 058

Interjected Routines as Metanarrative Commentary.

ED 199 996

Language Differences in Strategies for the Interactional Management of Conversation.

ED 200 053

A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students.

ED 199 994

Liberal Education: Speech Communication in the Process and the Product.

ED 199 785

Loneliness and Communication Apprehension.

ED 199 774

Methodologie de communication, methode de communication globale et theories heuristiques dans la perspective de l'acquisition du langage (Communication Methodology, the Global Communication Method, and Heuristic Theories in the Perspective of Language Learning).

ED 200 020

Of Puppet Voices and Interlocutors: Exposing Essences of Puppetry and Speech.

ED 200 048

Oral Communication Apprehension: Reconceptualization and a New Look at Measurement.

ED 199 788

Promoting the Department within the University.

ED 199 801

The Secretary as an Information Resource.

ED 200 047

The Social Psychological Significance of Code Switching for Children.

ED 200 024

Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.

ED 199 768

Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.

ED 199 784

Telephone Gambits. A Module for Teaching Telephone English to Second Language Learners.

ED 200 042

The Use and Analysis of Uncommon Forms of Address: A Business Example.

ED 200 049

Speech Curriculum

Communication Education in the Future: The Emerging Area of Health Communication.

ED 199 789

The Emergence of Mass Communication Curricula in Illinois Community and Junior Colleges.

ED 199 787

Promoting the Department within the University.

ED 199 801

Speech Instruction

Coaching for Individual Events.

ED 199 797

Liberal Education: Speech Communication in the Process and the Product.

ED 199 785

Speech Skills

Talking with Your Child: A Manual for Parents.

ED 200 329

Speech Therapy

Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.

ED 199 947

Speeches

Once More, With Feeling: Reagan and "The Speech" in 1980.

ED 199 777

Speededness (Tests)

- Item Bias, Test Speededness, and Rasch Tests of Fit.

ED 200 632

Spelling

- The Influence of Spelling on Speech Perception.

ED 199 697

Staff Development

- A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.

ED 200 589

- Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System.

ED 199 836

- Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education.

ED 199 467

- Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers.

ED 199 388

- The Governance Structure of the Lansing (Michigan) Staff Development Policy Board.

ED 200 580

- "The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View.

ED 200 554

- Self-Formulating Study-Groups: An Innovative Approach to Staff Development in Denmark.

ED 200 544

- Short-Term Effects of Human Relations Training (HR-17): A Pre Post Comparison Group Evaluation Study.

ED 200 664

- Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study.

ED 200 665

- Staff Development Practices in U. S. Community Colleges.

ED 200 285

- Title VII Bilingual Bicultural Program. Community School District 5. Evaluation Report, 1979-1980.

ED 200 702

- Training Systems for Institutions. Teaching Research, Vol. IX, No. 1.

ED 199 954

Staff Utilization

- Health Careers Curriculum Modules.

ED 199 525

Standard Spoken Usage

- Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review.

ED 200 059

Standardization

- Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control.

ED 199 910

Standardized Tests

- Answer Changing Behavior on Objective Tests: What is Our Responsibility?

ED 199 638

- A Review of Assessment Instruments and Procedures for Young Exceptional Children.

ED 199 987

Standards

- Licensure: What Vocational Educators Should Know. Information Series No. 219.

ED 199 442

- PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1.

ED 199 409

State Action

- Indexing Tuition and Fees to Cost of Education: Implications for State Policy.

ED 200 085

- Recommendations for Mathematics Education: Final Report of the Mathematics Task Force.

ED 200 405

State Agencies

- State Postsecondary Education Profiles Handbook, 1980 Edition.

ED 200 096

State Aid

- Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.

ED 200 081

- A Roundup of State and Local Tax Developments. Financing Higher Education.

ED 200 101

- Special Funding for Small and/or Isolated Rural Schools.

ED 200 342

- State Postsecondary Education Profiles Handbook, 1980 Edition.

ED 200 096

State Boards of Education

- Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State.

ED 200 109

- Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report.

ED 199 981

State Capacity Building Program

- Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.

ED 200 249

State Church Separation

- Church-State Separation: Recent Trends and Developments. ADL Domestic Report: Law, Vol. VI, No. 1.

ED 199 824

State Colleges

- Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods.

ED 200 173

- A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.

ED 200 065

- Informing the Future: A Plan for Higher Education for the Eighties.

ED 200 138

State Curriculum Guides

- French Language Program Guide.

ED 200 027

- German Language Program Guide.

ED 200 028

- Hawaiian Language Program Guide.

ED 200 029

- Japanese Language Program Guide.

ED 200 030

- Russian Language Program Guide.

ED 200 031

- Science Curriculum Guide, Grades K-6.

ED 200 401

- Spanish Program Guide.

ED 200 032

State Departments of Education

- Annotated Listing of South Carolina Department of Education Publications.

ED 200 246

- Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.

ED 200 249

- Effective Strategies for State Education Agencies in Community Education Development: A National Assessment.

ED 199 832

- Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey.

ED 200 404

State Dissemination Grants Program

- Special Purpose Dissemination Grant. Final Report.

ED 200 234

State Legislation

- A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development.

ED 199 964

- Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume I.

ED 199 549

- Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II.

ED 199 550

- Oklahoma's Quest for Quality.

ED 200 541

- Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.

ED 200 259

- Taxing & Spending in the Silver State.

ED 199 807

State Libraries

- Dictionary Catalog of Official Publications of the State of New York. Monographs Cataloged by the New York State Library, 1980, No. 2, January 1, 1980 to July 11, 1980.

ED 200 250

State Licensing Boards

- A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.

ED 200 571

State Officials

- Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute.

ED 199 831

State Programs

- The Annual Report of the Special Purpose Educational Programs Funded by the Utah School Finance Program. Program Report.

ED 199 887

- Procedural Handbook for the Improvement Component of the Foundation Program Assessment and Improvement System (FPAIS).

ED 199 902

- Program Evaluation in Vocational Rehabilitation: Observations, No. 2.

ED 199 458

- Special Purpose Dissemination Grant. Final Report.

ED 200 234

- Taxing & Spending in the Silver State.

ED 199 807

- Uses of State Administered Federal Education Funds. Fiscal Years 1977 and 1978 (Under Section 437, General Education Provisions Act). Fourth Annual Report of the U.S. Commissioner of Education to the Senate Committee on Labor and Human Resources [and] House Committee on Education and Labor.

ED 199 890

State School District Relationship

- Special Funding for Small and/or Isolated Rural Schools.

ED 200 342

State Schools

- A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume V: State/Special Facility Substudy Findings. Final Report

ED 199 974

State Standards

- Integrating Clinical Experiences Throughout the Preservice Curriculum.

ED 200 568

- Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey.

ED 200 404

- Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.

ED 200 529

- Requirements for Certification For Elementary Schools, Secondary Schools, and Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-Sixth Edition.

ED 200 605//

Subject Index

Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.

ED 199 768

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans.

ED 199 977

State Surveys

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80.

ED 200 262

Recommendations for Mathematics Education: Final Report of the Mathematics Task Force.

ED 200 405

State Universities

Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System.

ED 200 687

A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities.

ED 200 067

State University of New York Buffalo

College Student Perceptions Four Year Follow-up: 1973-77, Characteristics of Freshmen Associated with Retention.

ED 200 125

Statewide Planning

Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods.

ED 200 173

The Development of a State Distribution System for Federal Vocational Education Funds.

ED 199 566

Further and Higher Education in Denmark.

ED 200 116

Informing the Future: A Plan for Higher Education for the Eighties.

ED 200 138

Informing the Future: A Plan for Higher Education for the Eighties. Working Papers.

ED 200 139

Maryland Statewide Plan for Postsecondary Education. Second Annual Review.

ED 200 105

Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/Community Service Task Force...Master Plan for Lifelong Learning.

ED 200 168

An Overview of Articulation Efforts in Vocational Education: Implications for State Planning.

ED 199 558

Quality and Accountability: An Evaluation of Statewide Program Review Procedures.

ED 200 156

The Regents Statewide Plan for the Development of Postsecondary Education, 1980.

ED 200 103

A Report on Health Sciences Education Planning for California: 1980-1982.

ED 200 140

Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3.

ED 200 086

Statistical Analysis

Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.

ED 199 397

Statistical Test Item Collection System

Automating Exams for a Statistics Course: II. A Case Study.

ED 200 619

Statistics

Automating Exams for a Statistics Course: II. A Case Study.

ED 200 619

Teaching Statistics and Probability: 1981 Yearbook.

ED 200 426//

Stereotypes

Ideas, Creencias, Actitudes. Primer Modulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes. First Module of a Series for Elementary Teachers).

ED 200 688

Some Causes of Labeling Bias in Psychiatric Diagnosis.

ED 199 606

Stevens Institute of Technology NJ

Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.

ED 200 127

Stimulation

The Use of "Rest" (Restricted Environmental Stimulation Therapy) as a Therapeutic Treatment Model for the Autistic Child: A Pilot Study.

ED 199 943

Stimulus Generalization

Development of Preschoolers' Learning, Retention, and Generalization of Concepts.

ED 200 324

Story Grammar

Confirming Story Grammar Structures.

ED 199 643

Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives.

ED 199 634

Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197.

ED 199 668

Readers' Reactions to Temporal Disruption in Stories.

ED 199 636

Story Reading

Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives.

ED 199 634

The Young Child's Concept of Story.

ED 199 640

Story Telling

Interjected Routines as Metanarrative Commentary.

ED 199 996

Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature.

ED 199 742

The Teacher's Story: The Oldest and Newest Form of Educational Research.

ED 200 597

Stress Variables

Effects of Deadlines on Proctors in a Personalized Psychology Course.

ED 200 150

Life Events and Two-Year Outcome in Schizophrenia.

ED 199 596

Managing Teacher Stress and Burnout.

ED 200 522

Support for Student Teacher Stress.

ED 200 545

Structural Analysis (Linguistics)

Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives.

ED 199 634

Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.

ED 199 704

Readers' Reactions to Temporal Disruption in Stories.

ED 199 636

Student Attitudes

Adult Literacy. A Study of Its Impact.

ED 199 473

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.

ED 200 374

The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.

ED 200 083

Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197.

ED 199 668

Student Attrition

295

An Example of the Quality of Students' Understanding: Initial Conceptions of Psychology.

ED 200 464

The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences.

ED 200 084

Factors Influencing the Vocational Aspirations of Victorian Year 9 Students.

ED 199 447

The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth.

ED 199 598

The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often"?

ED 200 620

Middle School Research: Selected Studies 1977-79.

ED 199 819

Non-Sexist Teacher Education Project Field Trial. Evaluation Report.

ED 200 526

Outcomes of Occupational Education. Phase II Report.

ED 199 529

Outcomes of Occupational Education. Phase I Report.

ED 199 528

Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent.

ED 200 384

Ready for College? (Freshmen Assess Their Preparation in English).

ED 200 121

Relations Between Early Field Experiences and Performance in Subsequent Coursework.

ED 200 525

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11.

ED 200 282

Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science.

ED 200 448

Strategies for Teaching Composition to Native Americans.

ED 199 761

Survey of Secondary School Perceptions. Research Report.

ED 199 893

A Survey of Student Rights in a Public and Alternative High School.

ED 199 592

A Survey of the Similarities and Differences Between Continuing Education and Younger Students.

ED 200 167

Terrors and Affectations: Students' Perceptions of the Writing Process.

ED 199 720

Training the Tutor: A Comparison of Attitudes toward Writing.

ED 199 766

Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.

ED 200 647

Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education.

ED 199 710

Student Attrition

College Student Attrition and Retention. College Board Report No. 81-1.

ED 200 170

College Student Perceptions Four Year Follow-up: 1973-77, Characteristics of Freshmen Associated with Retention.

ED 200 125

Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.

ED 200 127

The Effects of Closing Five Schools in 1979 on School District Enrollments.

ED 199 923

Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs.

ED 200 158

Student Retention Strategies. AAHE-ERIC-/Higher Education Research Report No. 8, 1980.
ED 200 118

Student Behavior

Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37.
ED 199 882

Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement.
ED 199 950

Building Success in the Classroom.
ED 200 267

Equipping Children With Supervisory Skills.
ED 200 587

Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.
ED 200 520

Students' Rights and Responsibilities Handbook. 1980 Revision.
ED 199 908

Who is Engaged More—Teacher or Students? An Analysis of How Activity Structures Affect Student Learning Engagement.
ED 200 635

Student Characteristics

Adults as Learners. Increasing Participation and Facilitating Learning.
ED 200 099//

College Student Perceptions Four Year Follow-up: 1973-77. Characteristics of Freshmen Associated with Retention.
ED 200 125

Common Solutions for the Uncommon Child.
ED 199 941

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.
ED 200 374

The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.
ED 200 083

Culturally Diverse Exceptional Children in School.
ED 199 993

Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.
ED 200 127

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program, Report 12.
ED 200 283

Education of the Disadvantaged: A Conceptual Overview.
ED 200 656

An Ethnographic Study of College-Aged Inefficient Readers.
ED 199 646

The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences.
ED 200 084

An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students.
ED 200 447

LACC Student Survey—Fall 1980. Research Study Number 81-5.
ED 200 294

The Middle School in Profile: A Day in the Seventh Grade.
ED 199 817

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.
ED 200 517

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11.
ED 200 282

Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science.
ED 200 448

A Study of the Relationship between Level of Mathematics Anxiety and Sex, Age, Mathematical Background, and Previous Success in Mathematics.
ED 200 265

A Survey of the Similarities and Differences Between Continuing Education and Younger Students.
ED 200 167

1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends.
ED 200 082

Student College Relationship

College Student Attrition and Retention. College Board Report No. 81-1.
ED 200 170

Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research.
ED 199 536

The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences.
ED 200 084

The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.
ED 200 069//

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11.
ED 200 282

Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs.
ED 200 158

A Survey of the Similarities and Differences Between Continuing Education and Younger Students.
ED 200 167

Student Costs

Indexing Tuition and Fees to Cost of Education: Implications for State Policy.
ED 200 085

Student Course Load

Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.
ED 200 175

Student Developed Materials

Creating a Mini Book Review Journal.
ED 200 536

Student Development

Student Affairs in the 1980s: A Decade of Crisis or Opportunity?
ED 199 610

Student Development/Classroom Collaboration.
ED 200 288

Student Educational Objectives

Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education.
ED 199 466

Les ecoles secondaires de langue francaise en Ontario: Dix ans apres (French Language Secondary Schools in Ontario: Ten Years Later).
ED 200 037

Why Go to College? (Freshmen Assess the Value of a College Degree).
ED 200 122

Student Evaluation

Approaches to Children in the Mainstreaming Process: A Psychological and Administrative Perspective.
ED 199 960

Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers.
ED 200 307

Clinical Rating Project Interim Report Number 3: Background and Status.
ED 200 623

Competency-Based Education: An Overview.
ED 200 268

De-Grading Developmental Studies.
ED 200 293

Developing Student Profiles. ISSOE: Managing Student Progress.
ED 199 517

Equipping Children With Supervisory Skills.
ED 200 587

Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review.
ED 199 540

Monograph on Grading for Universities.
ED 200 146

Reporting Student Progress. ISSOE: Managing Student Progress.
ED 199 519

The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.
ED 199 989

Student Evaluation of Teacher Performance

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy.
ED 200 130

Target Evaluation System.
ED 200 618

Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.
ED 200 647

Student Experience

Occupational and Environmental Health: A Resource Guide for Health Science Students.
ED 199 449

Student Financial Aid

Education Assistance for American Indians & Alaska Natives.
ED 200 341

Hearing on the Rehabilitation, Education, and Training Programs Administered by the Veteran's Administration—Nashville, Tenn. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs. House of Representatives. Ninety-Sixth Congress, Second Session (September 26, 1980).
ED 199 532

Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.
ED 200 081

Student Interests

Film Attendance: Why College Students Chose to See Their Most Recent Film.
ED 199 770

Student Motivation

Adults as Learners. Increasing Participation and Facilitating Learning.
ED 200 099//

Motivation. What Research Says to the Teacher.
ED 200 564

Participation Motivations of Older Adult Learners.
ED 199 404

Practicum Experience: Its Impact on Schools.
ED 200 555

Using the Computer to Foster Creative Interaction among Students.
ED 200 243

Why Go to College? (Freshmen Assess the Value of a College Degree).
ED 200 122

Student Needs

The Impact of Triple Room Assignment on Students at Rutgers and Douglass Colleges.
ED 200 186

Motivation. What Research Says to the Teacher.
ED 200 564

Preparing Teachers to Cope With Health Related Problems in the Classroom.
ED 200 584

Using Developmental Loss Workshops in the Classroom.
ED 199 593

Student Organizations

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.
ED 199 482

Subject Index

Student Participation

The Open Road Student Involvement Project. Technical Assistance Bulletin 29.

ED 199 874

Relevance and Curriculum: Making the Five R's Meaningful.

ED 199 931

Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33.

ED 199 878

Student Personnel Services

Meeting Student's Needs: A Promising Innovation.

ED 200 558

Student Affairs in the 1980s: A Decade of Crisis or Opportunity?

ED 199 610

Student Placement

Defining the Basic Writing Student by Count.

ED 199 725

Final Report of Sub-Committee on Race Relations.

ED 200 650

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans.

ED 199 977

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report.

ED 199 981

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.

ED 199 978

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis.

ED 199 979

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.

ED 199 980

Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note.

ED 199 450

Student Problems

Problem-Oriented Parent Conferences: A Training Strategy for School Personnel.

ED 199 608

Students' Rights and Responsibilities Handbook. 1980 Revision.

ED 199 908

Student Projects

The Community: Education on a Grassroots Level.

ED 200 276

Student Publications

Basic Publication Fundamentals.

ED 199 747

Student Reaction

Film Attendance: Why College Students Chose to See Their Most Recent Film.

ED 199 770

Readers' Reactions to Temporal Disruption in Stories.

ED 199 636

Stability and Change in Teacher-Pupil Directive Interactions.

ED 200 338

Verbal Behavior as Mediations of Teacher Expectation Effects.

ED 199 613

Writers as Readers.

ED 199 701

Student Records

Developing Student Profiles. ISSOE: Managing Student Progress.

ED 199 517

Reporting Student Progress. ISSOE: Managing Student Progress.

ED 199 519

Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education.

ED 199 468

A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting.

ED 200 277

Student Recruitment

Marketing Post-Secondary Education in the U.S.A.

ED 200 117

Utilization of Marketing Techniques in California Community Colleges.

ED 200 295

Vocational Instructor's Survival Guide.

ED 199 406

Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students.

ED 200 663

Student Research

Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School.

ED 199 647

Student Responsibility

Learning About Responsibilities. A Law-Related Instructional Unit for Children in Grades 5 and 6.

ED 200 502

Responsibility and You. A Law Related Unit for Grades 2 and 3.

ED 200 504

Students' Rights and Responsibilities Handbook. 1980 Revision.

ED 199 908

Student Rights

A Parent Guide to Title IX.

ED 200 673

Resource Handbook on Discipline Codes.

ED 199 885

Student and Parent Rights in Public Education.

ED 199 891

Students' Rights and Responsibilities Handbook. 1980 Revision.

ED 199 908

A Survey of Student Rights in a Public and Alternative High School.

ED 199 592

Student Role

Recruitment, Retention, Attrition Project.

ED 200 297

Student School Relationship

The Response of the Schools to Teenage Pregnancy and Parenthood.

ED 199 629

Students' Rights and Responsibilities Handbook. 1980 Revision.

ED 199 908

Student Teacher Ratio

Computer Managed Instruction in the Navy: II. A Comparison of Two Student/Instructor Ratios in CMI Learning Centers. Technical Report.

ED 200 226

Private Schools in American Education.

ED 200 389

Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.

ED 200 175

Student Teacher Relationship

Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7.

ED 199 860

Building Success in the Classroom.

ED 200 267

"But Teach, You Ain't Listenin'" or How to Cope with Violence in a Public School Classroom.

ED 200 549

Changing Teacher Behavior: A Challenge for the 1980's.

ED 200 596

Excellence At a New Level for Teacher Education.

ED 200 578

Intrinsic Rewards of Teaching.

ED 200 599

Student Writing Models

297

Inviting Teacher Professional Growth.

ED 200 598

Middle School Research Studies, 1980.

ED 199 820

Practicum Experience: Its Impact on Schools.

ED 200 555

Recruitment, Retention, Attrition Project.

ED 200 297

The Retention Committee, University of Pittsburgh. A Report to the Provost.

ED 200 178

Say It With More Than Words.

ED 199 597

Stability and Change in Teacher-Pupil Directive Interactions.

ED 200 338

Teachers' Thinking About Children's Thinking.

ED 200 585

Verbal Behavior as Mediations of Teacher Expectation Effects.

ED 199 613

What Do You Expect, We're All Crooks.

ED 199 702

Student Teacher Supervisors

An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor.

ED 200 527

Excellence At a New Level for Teacher Education.

ED 200 578

Student Teachers

An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor.

ED 200 527

Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners.

ED 200 524

Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance.

ED 200 557

Meeting the Needs of the Handicapped Student Teacher.

ED 200 582

Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project.

ED 200 390

Perceived Benefits of the Social Studies Teacher from the Experience of Supervising Social Studies Interns.

ED 200 499

Practicum Experience: Its Impact on Schools.

ED 200 555

Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent.

ED 200 384

Support for Student Teacher Stress.

ED 200 545

Teaching Graduate Students to Teach Composition: The University of Tennessee.

ED 199 730

Team Approach to Field Based Preservice Teacher Education.

ED 200 556

The Transition from Student of Reading Methods to Teacher of Reading.

ED 200 547

Student Teaching

Perceived Benefits of the Social Studies Teacher from the Experience of Supervising Social Studies Interns.

ED 200 499

Preservice Field-Based Teacher Training in Special Education.

ED 200 577

Student Transportation

Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4.

ED 199 841

Student Writing Models

Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing.

ED 200 060

Study Skills

Answer Changing Behavior on Objective Tests: What Is Our Responsibility?

ED 199 638

An Ethnographic Study of College-Aged Inefficient Readers.

ED 199 646

Structuring an Adult Learning Environment.

ED 199 658

Stylistics

The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process.

ED 199 731

Subject Index Terms

Subject Headings Guide: Adapted from Sears List of Subject Headings and the Canadian Companion to Sears. School Library Guide. SL-37-80.

ED 200 257

Success

Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement.

ED 199 950

Elementary School Principal Effectiveness.

ED 199 905

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2.

ED 199 410

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.

ED 199 411

The Reformulated Model of Learned Helplessness: An Empirical Test.

ED 199 591

Teachers' Conceptions of Their Own Success. Current Issues.

ED 200 518

Suicide

An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers.

ED 199 625

Summative Evaluation

1980 Multi-Media Evaluation Report.

ED 200 245

Summer Programs

Peer Group Counseling 1980-81.

ED 199 586

Project Adventure Summer Trip-June 25-July 16, 1972.

ED 200 365

Summer Youth Employment Program

A Guide for Establishing and Evaluating SYEP Worksites.

ED 199 554

A Manual for Supervisors in SYEP.

ED 199 556

A Manual for Training Supervisors in SYEP.

ED 199 555

A Manual for Youth in SYEP.

ED 199 557

Superintendents

Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute.

ED 199 831

Supervised Occupational Programs

Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.

ED 199 552

Supervision

A Manual for Supervisors in SYEP.

ED 199 556

Supervisors

Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.

ED 200 336

Supervisory Methods

Effects of Outcome Knowledge and Content on Supervisors' Judgments.

ED 199 607

A Manual for Supervisors in SYEP.

ED 199 556

The Principals' A. A Selected Bibliography.

ED 199 914

Techniques in the Clinical Supervision of Teachers. Preservice and Inservice Applications.

ED 199 913//

Supervisory Training

Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.

ED 200 336

Equipping Children With Supervisory Skills.

ED 200 587

A Manual for Training Supervisors in SYEP.

ED 199 555

Supplementary Reading Materials

Le monde francophone (The Francophone World).

ED 200 026

Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90, Villanova University. Fall Term, 1980.

ED 200 194

Support Services

Helping the Displaced Homemaker: One Day at a Time.

ED 199 609

Support Systems

Older Women and Education.

ED 199 576

The Rape Victim and Her Social Support System.

ED 199 582

Support from Family and Friends: What Helps the Widow?

ED 199 584

Survey of Basic Skills (California)

Sex Differences in Sixth Grade Children's Problem Solving.

ED 200 649

Surveys

Community Needs Assessment Surveys. Fact Sheet No. 1.

ED 200 299

Integral Elements of an Effective Mathematics Program.

ED 200 415

Survival Competencies

TEFL/TESL Newsletter, Volume 2, Number 2.

ED 199 997

Survival Ratio Models

A Comparison of Four Survival Ratio Models for Forecasting School Enrollment.

ED 199 844

Suspension

A Summary of Standards of Academic Progress Categories by Ethnic Category: Closing Fall Term, 1980-81. Research Report No. 81-02.

ED 200 263

Sweden

A Bilingual Model for the Teaching of Immigrant Children.

ED 200 325

The PANG Project. Process Analysis of Non-Grading. Project No. 214.

ED 200 613

Symbolic Representation

The Development of Symbolic Representation: The Case of Building Blocks.

ED 200 333

Symbols (Mathematics)

Learning Partners: Reading and Mathematics.

ED 199 654

Syntax

An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Druiitt Early Childhood Project: Project Evaluation Report Number 7.

ED 200 304

Children's Inferential Comprehension of Pragmatic Causal Relations in Reading.

ED 199 689

Sentence Combining and Error Reduction.

ED 199 694

Systems Analysis

Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System.

ED 199 836

Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization.

ED 200 145

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

Systems Approach

East Oak Cliff Subdistrict Governance (Management) System. Toward a Self Correcting, Self Renewing Educational System.

ED 199 845//

ISSOE: Managing Student Progress. Field Test. Phase 1, Final Report.

ED 199 527

Systems Overview. ISSOE: Managing Student Progress.

ED 199 521

Systems Development

Computer Aided Authoring and Editing. Technical Note 1-81.

ED 200 247

Developing a Comprehensive Cooperative Education Program: Management Information Systems.

ED 199 513

T Shirts

The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Appreciation.

ED 199 778

Talent

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts.

ED 199 956

Three-Dimensional LIFT Model: A Gifted-Talented High School Program.

ED 199 940

Talent Development

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ED 200 517

Talent Identification

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts.

ED 199 956

Evaluation of Videotaped and Live Theatre Auditions.

ED 200 610

Project IMPACT: A Case Study in Gifted Education.

ED 199 961

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ED 200 517

Target Planning

Target Evaluation System.

ED 200 618

Tarot Reading

Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature.

ED 199 742

Task Analysis

The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance.

ED 199 561

The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.

ED 199 989

Subject Index

Tax Allocation

Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.
ED 200 081

Tax Effort

A Roundup of State and Local Tax Developments. Financing Higher Education.
ED 200 101

Taxes

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.
ED 199 415

Taxing & Spending in the Silver State.
ED 199 807

Teacher Administrator Relationship

A Collaborative Involvement Strategy for Educational Improvement.
ED 200 576

The Governance Structure of the Lansing (Michigan) Staff Development Policy Board.
ED 200 580

Leadership Expectancy.
ED 199 837

"The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View.
ED 200 554

A Study of Professional Attitudes of Teachers in the Cumberland County and Putnam County Public School Systems in Tennessee.
ED 199 915

Teacher Participation in Educational Innovation: Some Insights Into Its Nature.
ED 200 593

Teacher Associations

AACTE State Associations and Public Law 94-142.
ED 200 583

Teacher Retirement Systems: Summary of the 1977 Survey.
ED 200 563

Teacher Attitudes

Adult Literacy. A Study of Its Impact.
ED 199 473

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.
ED 200 589

Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers.
ED 200 307

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.
ED 200 594

Conceptual Frameworks of Reading Held by Teachers.
ED 199 641

Curriculum Innovation: Teacher Commitment, Training, and Support.
ED 200 546

Differences in Teachers' Perceptions of the Causes of Positive Versus Negative Student Achievement Outcomes.
ED 200 624

Dimensions of Child Temperament in School Settings.
ED 200 315

Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance.
ED 200 557

Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State.
ED 200 109

Intrinsic Rewards of Teaching.
ED 200 599

Inviting Teacher Professional Growth.
ED 200 598

Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.
ED 200 522

Measuring Attitude Change Toward Special Needs Learners. Final Report.
ED 200 539

Measuring Teacher Attitudes toward Instruction in Writing.
ED 199 717

Meeting the Needs of the Handicapped Student Teacher.
ED 200 582

The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.
ED 199 925

Staff Development: A Humanized Approach.
ED 200 550

A Study of Professional Attitudes of Teachers in the Cumberland County and Putnam County Public School Systems in Tennessee.
ED 199 915

A Study Of Teacher Concerns Within The Teacher Corps Program.
ED 200 592

Survey of Secondary School Perceptions. Research Report.
ED 199 893

A Systematic Approach to the Management of Program Development in Teacher Education.
ED 200 574

Teacher Assessment of Supervisory Evaluations.
ED 200 514

Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

Teacher Race and Expectations for Student Achievement.
ED 200 659

The Teacher's Attitude toward the Student's Output in the Second Language Classroom.
ED 200 056

Teachers' Cognitive Activities and Overt Behaviors.
ED 200 561

Teachers' Conceptions of Their Own Success. Current Issues.
ED 200 518

The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

Teachers' Thinking About Children's Thinking.
ED 200 585

Teacher Background
Portrayals of Teacher Development.
ED 200 600

Teacher Behavior
Changing Teacher Behavior: A Challenge for the 1980's.
ED 200 596

Classroom Management Styles and Personality Variables of Teachers and Education Majors: Similarities and Differences.
ED 200 595

Conceptual Frameworks of Reading Held by Teachers.
ED 199 641

The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers.
ED 200 528

The Experience of Teacher Training. A Case Study.
ED 200 588

Inviting Teacher Professional Growth.
ED 200 598

Motivation. What Research Says to the Teacher.
ED 200 564

The Relationships Between Teachers' Goal Orientations, Structure, And Observable Classroom Behaviors.
ED 200 590

Stability and Change in Teacher-Pupil Directive Interactions.
ED 200 338

Teacher Burnout
Managing Teacher Stress and Burnout.
ED 200 522

Teacher Characteristics
The Experience of Teacher Training. A Case Study.
ED 200 588

Measuring Teacher Attitudes toward Instruction in Writing.
ED 199 717

Public School Educators in Minnesota. Final Report.
ED 199 917

Reading and Literature: American Achievement in International Perspective.
ED 199 741

A Study Of Teacher Concerns Within The Teacher Corps Program.
ED 200 592

Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

Teachers' Cognitive Activities and Overt Behaviors.
ED 200 561

Teacher Training and Student Achievement in Less Developed Counties. World Bank Staff Working Paper No. 310.
ED 199 811

Teacher Competencies
Forecasting Communication Competencies of Teachers.
ED 199 775

Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

Teacher Developed Materials

299

Teacher Centers

A Case for Establishing a Teaching and Learning Service Unit at U.N.E.
ED 200 073

Focus on Childminders: A Profile of the First Bunbury Drop-In Centres.
ED 200 302

Profile Of A Rural Teachers' Center. Teachers' Center Exchange. Occasional Paper No. 2.
ED 200 603

Significant Inservice Delivery System Designs for Geographically Isolated School Personnel.
ED 200 569

Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 8.
ED 200 604

Teacher Certification

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.
ED 199 378

Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980).
ED 200 581

Formal Evaluation of Certificated Education Staff in Alberta: Practices and Policies. (A Survey Conducted by Alberta Education in 1980).
ED 199 909

Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey.
ED 200 404

A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.
ED 200 571

Teacher Characteristics

The Experience of Teacher Training. A Case Study.
ED 200 588

Measuring Teacher Attitudes toward Instruction in Writing.
ED 199 717

Public School Educators in Minnesota. Final Report.
ED 199 917

Reading and Literature: American Achievement in International Perspective.
ED 199 741

A Study Of Teacher Concerns Within The Teacher Corps Program.
ED 200 592

Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

Teachers' Cognitive Activities and Overt Behaviors.
ED 200 561

Teacher Training and Student Achievement in Less Developed Counties. World Bank Staff Working Paper No. 310.
ED 199 811

Teacher Competencies

Forecasting Communication Competencies of Teachers.
ED 199 775

Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

Teacher Corps

A Study Of Teacher Concerns Within The Teacher Corps Program.
ED 200 592

Teacher Developed Materials

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number I-Basic Techniques.
ED 200 197

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number II-Advanced Techniques.
ED 200 198

Teacher Education

- Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations. Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3. ED 199 378
- Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980). ED 200 581
- Foreign Languages in Education. NCLE Papers and Reports 1. ED 200 033
- Health Careers Curriculum Modules. ED 199 525
- Human Services and Teacher Education: A Time for Action. ED 200 523
- Learning How to Teach: Processes, Effects, and Criteria. ED 200 516
- Oklahoma's Quest for Quality. ED 200 541
- Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference. ED 199 630
- School Law: A Generic Competency For Teachers. ED 200 548
- Teacher Training and Student Achievement in Less Developed Counties. World Bank Staff Working Paper No. 310. ED 199 811
- Teacher Education Curriculum**
- Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education. ED 199 543
- An Exemplary Introductory Course For Secondary Education Majors. ED 200 540
- Integrating Clinical Experiences Throughout the Preservice Curriculum. ED 200 568
- Preparing Teachers to Cope With Health Related Problems in the Classroom. ED 200 584
- Teacher Education Programs**
- AACTE State Associations and Public Law 94-142. ED 200 583
- The Experience of Teacher Training. A Case Study. ED 200 588
- Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues. ED 200 519
- A Systematic Approach to the Management of Program Development in Teacher Education. ED 200 574
- Teacher Educators**
- Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project. ED 200 390
- Teacher Effectiveness**
- Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners. ED 200 524
- The Beginning Teacher: A Practical Guide to Problem Solving. ED 200 565
- Computer Managed Instruction in the Navy: II. A Comparison of Two Student/Instructor Ratios in CMI Learning Centers. Technical Report. ED 200 226
- A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies. ED 200 594
- Differences in Teachers' Perceptions of the Causes of Positive Versus Negative Student Achievement Outcomes. ED 200 624

Effective Instruction.

- ED 200 572
- Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981. ED 200 119
- The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement. ED 200 629
- Instructional Television: Potentials or Problems. ED 200 229
- Intrinsic Rewards of Teaching. ED 200 599
- An Investigation of Staff Development Programs Addressing the Problem of Staff Non-Productivity in the Classroom. ED 200 258
- A Look at the Weber State College CBTE Program After Ten Years. ED 200 538
- Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies. ED 200 520
- A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms. ED 200 534
- Teacher Assessment of Supervisory Evaluations. ED 200 514
- Teachers' Cognitive Activities and Overt Behaviors. ED 200 561
- Teachers' Conceptions of Their Own Success. Current Issues. ED 200 518
- Teacher Training and Student Achievement in Less Developed Counties. World Bank Staff Working Paper No. 310. ED 199 811
- Techniques in the Clinical Supervision of Teachers. Preservice and Inservice Applications. ED 199 913//
- Teacher Employment**
- Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey. ED 200 543
- 1980 Graduates of the Block Project. A Follow-Up Study. ED 200 532
- Teacher Employment Benefits**
- Teacher Retirement Systems: Summary of the 1977 Survey. ED 200 563
- Teacher Evaluation**
- Applying Professional Evaluation Standards to Forensics Directors. ED 199 779
- Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners. ED 200 524
- Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980). ED 200 581
- A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination. ED 199 843
- Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System. ED 199 836
- The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers. ED 200 528
- Evaluation of Educational Personnel. A Report of the Massachusetts Board of Education Study Committee. And Supplement. ED 199 846
- Formal Evaluation of Certificated Education Staff in Alberta: Practices and Policies. (A Survey Conducted by Alberta Education in 1980). ED 199 909

Subject Index

- A Look at the Weber State College CBTE Program After Ten Years. ED 200 538
- Teacher Assessment of Supervisory Evaluations. ED 200 514
- Teaching Graduate Students to Teach Composition: The University of Tennessee. ED 199 730
- Techniques in the Clinical Supervision of Teachers. Preservice and Inservice Applications. ED 199 913//
- Vocabulary Development in the Classroom. ED 200 310
- Teacher Expectations**
- The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement. ED 200 629
- Teacher Improvement**
- Communication Styles in the Classroom. ED 200 266
- Focus on Childminders: A Profile of the First Bunbury Drop-In Centres. ED 200 302
- Formal Evaluation of Certificated Education Staff in Alberta: Practices and Policies. (A Survey Conducted by Alberta Education in 1980). ED 199 909
- Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979. ED 200 132
- Reducing Anxiety in Writing Instruction. ED 199 718
- Techniques in the Clinical Supervision of Teachers. Preservice and Inservice Applications. ED 199 913//
- Vocational Instructor's Survival Guide. ED 199 406
- Teacher Influence**
- Censorship: A Multicultural Issue. ED 199 751
- Practicum Experience: Its Impact on Schools. ED 200 555
- A Study Of Teacher Concerns Within The Teacher Corps Program. ED 200 592
- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers. ED 200 591
- Teacher Interns**
- A Study Of Teacher Concerns Within The Teacher Corps Program. ED 200 592
- Teacher Morale**
- Intrinsic Rewards of Teaching. ED 200 599
- Managing Teacher Stress and Burnout. ED 200 522
- The Social Psychology of Commitment to College Teaching. ED 200 171
- Teacher Motivation**
- Curriculum Innovation: Teacher Commitment, Training, and Support. ED 200 546
- Merit Pay. Research Action Brief Number 15. ED 199 828
- The Relationships Between Teachers' Goal Orientations, Structure, And Observable Classroom Behaviors. ED 200 590
- The Social Psychology of Commitment to College Teaching. ED 200 171
- Teacher Participation in Educational Innovation: Some Insights Into Its Nature. ED 200 593
- Teacher Orientation**
- Teacher Induction: An Aspect of the Education and Professional Development of Teachers. ED 200 515

Subject Index

Teacher Participation

- Action Research in Retrospect and Prospect.
ED 200 560
- Applied Communication: Use of Speech Communication Faculty Expertise in University Administration.
ED 199 796
- A Collaborative Involvement Strategy for Educational Improvement.
ED 200 576
- Curriculum Innovation: Teacher Commitment, Training, and Support.
ED 200 546
- Increased Decision Making Involvement for Teachers: Ethical and Practical Consideration. Revised.
ED 199 826
- Monograph on Semester System for Universities.
ED 200 147
- The Problem of School People as Political Actors: Some Recommendations.
ED 199 823
- A Systematic Approach to the Management of Program Development in Teacher Education.
ED 200 574
- Teacher Participation in Educational Innovation: Some Insights Into Its Nature.
ED 200 593
- Who is Engaged More—Teacher or Students? An Analysis of How Activity Structures Affect Student Learning Engagement.
ED 200 635

Teacher Placement

- Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey.
ED 200 543

Teacher Qualifications

- Applying Professional Evaluation Standards to Forensics Directors.
ED 199 779
- Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners.
ED 200 524
- Teacher Training and Student Achievement in Less Developed Countries. World Bank Staff Working Paper No. 310.
ED 199 811

Teacher Response

- Building Success in the Classroom.
ED 200 267
- Staff Development: A Humanized Approach.
ED 200 550
- Verbal Behavior as Mediations of Teacher Expectation Effects.
ED 199 613

Teacher Responsibility

- Preparing Teachers to Cope With Health Related Problems in the Classroom.
ED 200 584
- School Law: A Generic Competency For Teachers.
ED 200 548
- Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.
ED 200 175

Teacher Retirement

- Teacher Retirement Systems: Summary of the 1977 Survey.
ED 200 563

Teacher Role

- Action Research in Retrospect and Prospect.
ED 200 560
- Applied Communication: Use of Speech Communication Faculty Expertise in University Administration.
ED 199 796
- An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.
ED 200 372
- Censorship: A Multicultural Issue.
ED 199 751
- Coaching for Individual Events.
ED 199 797
- A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.
ED 200 594

- Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher.
ED 200 062

- Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.
ED 200 119

- Health Occupations Education Today! And Tomorrow!
ED 199 471

- In Search of the "Write" Way.
ED 199 713

- Notes & Quotes on Adult Learning.
ED 199 389

- Scholarship at a Land-Grant University.
ED 200 184

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

- The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment.
ED 200 334

- Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784

Teaching Methods

301

ED 200 604

Teaching Assistants

- A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students.
ED 199 994

Teaching Conditions

- A Study of Professional Attitudes of Teachers in the Cumberland County and Putnam County Public School Systems in Tennessee.
ED 199 915

- What Do You Expect, We're All Crooks.
ED 199 702

Teaching Experience

- The Beginning Teacher: A Practical Guide to Problem Solving.
ED 200 565

- Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 8.
ED 200 604

- A Study Of Teacher Concerns Within The Teacher Corps Program.
ED 200 592

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

- Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591

- The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597

- The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

- The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739

If You Teach Phonics, These 7 Suggestions Could Help. ED 199 669

In Search of the "Write" Way. ED 199 713

Introduction to the Social Sciences: Teacher's Manual. ED 200 474

Learning How to Teach: Processes, Effects, and Criteria. ED 200 516

Mainstreaming in Business Education. Monograph 135. ED 199 438

Practical Politics. Revised Edition. ED 200 498

The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer. ED 199 989

Sentence Combining: Everything for Everybody or Something for Somebody. ED 199 753

Staff Development: A Humanized Approach. ED 200 550

Strategies for Teaching Composition to Native Americans. ED 199 761

Student Mini-Learning Exercise (SMILE) Cards: Theory into Practice-Now! ED 199 588

Teachers' Cognitive Activities and Overt Behaviors. ED 200 561

Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers. ED 199 568

Teaching Techniques in Clinical Chemistry. ED 200 457

Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth. ED 199 645

The Use of Prose Models in Teaching Composition. ED 199 715

Vocabulary Development in the Classroom. ED 200 310

Working with the Handicapped in the Vocational Home Economics Classroom. ED 199 470

Teaching Skills

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3. ED 199 378

Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980). ED 200 581

Effective Instruction. ED 200 572

Learning How to Teach: Processes, Effects, and Criteria. ED 200 516

Teaching Styles

Inviting Teacher Professional Growth. ED 200 598

Middle School Research Studies, 1980. ED 199 820

The Relationships Between Teachers' Goal Orientations, Structure, and Observable Classroom Behaviors. ED 200 590

A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms. ED 200 534

Team Training

Training for Planning Project. Final Report. ED 199 886

Teamwork

Developing Teamwork in the Community College: The Basics. ED 200 270

Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33. ED 199 878

Technical Assistance

Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37. ED 199 882

Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7. ED 199 860

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22. ED 199 869

A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19. ED 199 866

Contingency Planning. Technical Assistance Bulletin 35. ED 199 880

The FBI Crime Resistance Program. Technical Assistance Bulletin 24. ED 199 871

Flint, Michigan, Community Schools. Technical Assistance Bulletin 21. ED 199 868

Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34. ED 199 879

"Helping Hand" Type Programs. Technical Assistance Bulletin 2. ED 199 858

National School Resource Network. Technical Assistance Bulletin 1. ED 199 857

Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17. ED 199 865

The Officer Friendly Program. Technical Assistance Bulletin 9. ED 199 862

The Open Road Student Involvement Project. Technical Assistance Bulletin 29. ED 199 874

Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15. ED 199 864

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5. ED 199 859

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23. ED 199 870

School Climate Assessment Programs. Technical Assistance Bulletin 38. ED 199 883

School-Community Cooperation: Oakland's Adopt-a-School Program. Technical Assistance Bulletin 25. ED 199 872

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31. ED 199 876

School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39. ED 199 884

Training for School Bus Safety. Technical Assistance Bulletin 30. ED 199 875

Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26. ED 199 873

Visitor Control in the Schools. Technical Assistance Bulletin 20. ED 199 867

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8. ED 199 861

The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36. ED 199 881

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32. ED 199 877

Subject Index

Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33. ED 199 878

Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14. ED 199 863

Technical Education

Energy Management Technician Curriculum Development. Final Report. ED 199 462

Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13. ED 199 379

The Planning and Implementation of an Australian TAFE Clearinghouse System. ED 199 553

Power Line Technician's Training. Instructional Units. ED 199 460

A Training Manual for Nuclear Medicine Technologists. ED 200 428

Technical Writing

Clinician and Writer: Their Crucible of Involvement. ED 199 723

How to Develop and Write a Case for Technical Writing. ED 199 724

The State of Technical Writing. ED 199 763

Technical Snobbery Versus Clear Communication. ED 199 722

Technical Writing: Past, Present, and Future. ED 199 733

Technical Writing Practically Unified through Industry. ED 199 709

Written Communication at the Managerial and Technical Levels: A Case Study. Working Paper 413. ED 199 749

Technological Advancement

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. ED 200 187

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. Executive Summary. ED 200 188

Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition. ED 200 427

Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts. ED 200 413

Pennsylvania's Energy Curriculum for the Secondary Grades: Social Studies. ED 200 414

Program in Science, Technology, and Society. ED 200 090

Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts. ED 200 235

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s-Research and Studies. ED 200 403

Technology

Oversight on Programs for the Deaf and Hearing Impaired, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on to Examine Current Problems and Programs of the Deaf and Hearing Impaired, and to Explore Future Technological Developments Designed to Handle Their Problems. ED 199 966

A Search for Environmental Ethics: An Initial Bibliography. ED 200 442//

Technology Transfer

Knowledge Generation, Organization Dissemination and Utilization for Rural Development. ED 200 379

Telecourses

- Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy. ED 200 373

Telephone Usage Instruction

- Telephone Gambits. A Module for Teaching Telephone English to Second Language Learners. ED 200 042

Television

- Auxilio, Socorro! Salve! Los Esterioripos de la Mujer en la Television. Octavo Modulo de una Serie para Maestros de Escuela Elemental. Para Usar con la Grabacion (Help! Help! Save me! Sexual Stereotyping of Women. Eighth Module of a Series for Elementary School Teachers. Audiotope Transcriptions). ED 200 692

Television Research

- An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation. ED 199 771
Political News on Television: A Closer Look at Audience Use and Avoidance Orientations. ED 199 786

Television Viewing

- An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation. ED 199 771
Political News on Television: A Closer Look at Audience Use and Avoidance Orientations. ED 199 786

Tense (Verbs)

- Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199. ED 199 660

Tenure

- The Michigan Teacher and Tenure. A Study of The Michigan Teachers' Tenure Act 1980. ED 199 821
"The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View. ED 200 554
Tenure Practices in Universities and 4-Year Colleges Affect Faculty Turnover. ED 200 126

Test Anxiety

- Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety. ED 200 633

Test Bias

- Item Bias Issues: Background, Problems, and Where We Are Today. ED 200 631
Item Bias, Test Speededness, and Rasch Tests of Fit. ED 200 632

Test Coaching

- Guidelines for Objective Testing of Students. ED 200 628

Test Construction

- Assessment of Classroom Status: Using the Perception of Social Closeness Scale. ED 200 616
Automating Exams for a Statistics Course: II. A Case Study. ED 200 619
Guidelines for Objective Testing of Students. ED 200 628

Test Format

- Some Advantages of Alternate-Choice Test Items. ED 200 648

Test Interpretation

- Basic Skills Assessment Program. Parent Pamphlet, Teacher Pamphlet, and Administrator Pamphlet. ED 200 606
Guidelines for Objective Testing of Students. ED 200 628
Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation. ED 199 612

Test Items

- Item Bias Issues: Background, Problems, and Where We Are Today. ED 200 631
Item Bias, Test Speededness, and Rasch Tests of Fit. ED 200 632
Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety. ED 200 633
Some Advantages of Alternate-Choice Test Items. ED 200 648

Test Reliability

- Assessment of Classroom Status: Using the Perception of Social Closeness Scale. ED 200 616
Lambrecht Shorthand Aptitude Test and Teacher's Manual. ED 200 641
New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses. ED 200 608
Some Advantages of Alternate-Choice Test Items. ED 200 648

Test Reviews

- A Review of Assessment Instruments and Procedures for Young Exceptional Children. ED 199 987

Test Theory

- Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review. ED 199 540

Test Use

- Lambrecht Shorthand Aptitude Test and Teacher's Manual. ED 200 641

Test Validity

- Assessment of Classroom Status: Using the Perception of Social Closeness Scale. ED 200 616
Black-White Differences in Responses to California Psychological Inventory Items. ED 199 601
Considering Construct Validity in Incomplete Text Research. ED 199 637
Dimensions of Child Temperament in School Settings. ED 200 315
The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores. ED 199 995
Lambrecht Shorthand Aptitude Test and Teacher's Manual. ED 200 641
Measuring Power Orientations of School Administrators. ED 200 615
New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses. ED 200 608
Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs. ED 200 637
A Validity Investigation of the Achievement Anxiety Test. ED 200 636

Test Wiseness

- Answer Changing Behavior on Objective Tests: What is Our Responsibility? ED 199 638

Testing

- Guidelines for Objective Testing of Students. ED 200 628
Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review. ED 199 540
TEFL/TESL Newsletter, Volume 3, Number 1. ED 200 000

Tests

- The Ohio School Library/Media Test and Manual. ED 200 240

Texas

- Informing the Future: A Plan for Higher Education for the Eighties. ED 200 138
Informing the Future: A Plan for Higher Education for the Eighties. Working Papers. ED 200 139

Text Classification

- On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195. ED 199 666

Textbook Bias

- The Communications Media and Southern and Eastern European Ethnic Groups. ED 200 684//
Dona Ana No Esta Aqui. Sexto Modulo de una Serie para Maestros de Escuela Elemental (Dona Ana Isn't Here. Sixth Module of a Series for Elementary School Teachers). ED 200 691
Por Que Rosa No Es Valiente? Cuarto Modulo de una Serie para Maestros de Escuela Elemental (Why Isn't Rosie Brave? Fourth Module of a Series for Elementary School Teachers). ED 200 690

Textbook Content

- Aspects semiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks). ED 200 021
Capitalization Instruction in Elementary School Textbooks. ED 199 756
Dona Ana No Esta Aqui. Sexto Modulo de una Serie para Maestros de Escuela Elemental (Dona Ana Isn't Here. Sixth Module of a Series for Elementary School Teachers). ED 200 691
Punctuation Instruction in Elementary School Textbooks. ED 199 757
Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material. ED 199 652

Textbook Evaluation

- Japan/United States Textbook Study Project. Joint Report. ED 200 500
Por Que Rosa No Es Valiente? Cuarto Modulo de una Serie para Maestros de Escuela Elemental (Why Isn't Rosie Brave? Fourth Module of a Series for Elementary School Teachers). ED 200 690
Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material. ED 199 652

Textbook Preparation

- Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398. ED 199 812

Textbook Publication

- Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398. ED 199 812

Textbook Selection

- Forty Targets of the Textbook Protesters. ED 199 716

Textbooks

- Guarani Basic Course, Part I. ED 200 014
Guarani Basic Course, Volume II. ED 200 015

Thailand

- Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary

- Report [and] Executive Summary. ED 200 347
- Theater Arts**
Three Futures in Collegiate Theatre (in Indiana). ED 200 107
- Thematic Apperception Test**
Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation. ED 199 612
- Thematic Approach**
Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students. ED 199 698
- Theological Education**
The Baccalaureate Degree Program at INTER-/MET. ED 200 174
- Theological Libraries**
Faculty Status and Theological Librarians. ED 200 208
- Theories**
Infants' Perception of Visual Movement: A Review and Theoretical Analysis. ED 200 321
Oral Communication Apprehension: Reconceptualization and a New Look at Measurement. ED 199 788
Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191. ED 199 662
- Theory of Work Adjustment**
Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218. ED 199 441
- Therapeutic Environment**
The Development and Evaluation of the Wilderness Experience Program. ED 200 366
- Therapists**
Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists. ED 199 947
- Time Factors (Learning)**
A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report. ED 199 990
- Time Perspective**
Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect? ED 199 604
- Title I Evaluation and Reporting System**
An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2. ED 200 646
Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1. ED 200 645
- Title IX Education Amendments 1972**
Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual. ED 199 482
Welcome to Federal U., Campus No. 1037: Regulation and Academic Freedom. ED 200 149
- Tokenism**
The Token Ineffectual: The Woman in Academe. ED 199 602
- Torts**
Administrators and the Courts. The Best of ERIC on Educational Management, Number 56. ED 199 810
- Trade and Industrial Education**
Material Processing Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education K-12. ED 199 533

- Traditional Grammar**
Usage: Or Back to Basics: An Old Saw Reshaped. ED 199 736
- Traffic Safety**
Can Storybooks Really Change Behavior? ED 200 320
The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..." ED 200 322
Training for School Bus Safety. Technical Assistance Bulletin 30. ED 199 875
- Trailer Watch Programs**
Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17. ED 199 865
- Training**
A Manual for Training Supervisors in SYEP. ED 199 555
Power Line Technician's Training. Instructional Units. ED 199 460
Training Program Development for Criminal Justice Agencies. ED 199 403
Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain. ED 199 384
- Training Methods**
Comprehensive Treatment of Runaway Children and Their Parents. ED 199 581
A Manual for Training Supervisors in SYEP. ED 199 555
Peer Group Counseling 1980-81. ED 199 586
Problem-Oriented Parent Conferences: A Training Strategy for School Personnel. ED 199 608
Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation. ED 199 612
Socialization and Family Violence. ED 199 615
Training in Evaluation Research: The Perspective From a Department of Psychology. ED 199 578
- Transfer of Training**
Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125. ED 199 430
Handbook of Employment Skills for Displaced Homemakers. ED 199 516
- Translation**
Conference Interpretation: A Review of Recent Theory and Research. ED 200 054
Theoretical Aspects of Translation. ED 200 043
- Transmissions (Automotive)**
Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions. ED 199 491
- Transportation**
Missed the Bus? ED 200 370
- Trend Analysis**
American Public Opinion Toward Sex Education and Contraception for Teenagers. ED 200 496
Formulating a Comprehensive Index of Political Education in Contemporary America. First Draft. ED 200 462
Futures Research: Financial Planning. Research Report. ED 199 894
Review of Salient Points of Volume II: Implications for Education of Prospective Changes in Society. ED 199 827

Subject Index

- A Study of the Future of Vocational Education: Implications for Local Planning. ED 199 563
- The 80's: How Will Public Education Respond? A Report of the Council of Chief State School Officers' Annual Summer Institute (10th, Jeffersonville, Vermont, Just 25-August 2, 1979). ED 199 833
- Trenton Public Schools NJ**
In the Matter of the Board of Education of the City of Trenton, Mercer County. Commissioner of Education Decision. ED 200 670
- Trimester System**
Goshen College. Study-Service Trimester Program. A Concise Summary. ED 200 542
- Truancy**
Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15. ED 199 864
- Trust**
Nonmember Trust of a Group. ED 199 772
- Trustees**
Public Library Trustees and Commissioners Tool Kit: Orientation Guidelines. ED 200 252
Public Library Trustees of Colorado: Responsibilities and Opportunities. A Manual for the Trustees of Colorado Public Libraries. ED 200 255
Trustee Handbook. Fourth Edition. ED 199 830
- Tuition**
Indexing Tuition and Fees to Cost of Education: Implications for State Policy. ED 200 085
Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3. ED 200 086
- TUTOR Programing Language**
A PLATO Probabilistic Testing System. ED 200 614
- Tutorial Programs**
Micro-Computer Tutorial Assistance Project. ED 200 284
- Tutoring**
Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children. ED 199 992
The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education. ED 199 739
- Tutors**
Training the Tutor: A Comparison of Attitudes toward Writing. ED 199 766
- Two Way Communication Devices**
Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8. ED 199 861
- Two Year College Students**
The Community: Education on a Grassroots Level. ED 200 276
Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80. ED 200 262
Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program. Report 12. ED 200 283
Handicapped Programs: California Community Colleges. ED 200 271
LACC Student Survey-Fall 1980. Research Study Number 81-5. ED 200 294

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11.

ED 200 282

A Study of the Relationship between Level of Mathematics Anxiety and Sex, Age, Mathematical Background, and Previous Success in Mathematics.

ED 200 265

A Summary of Standards of Academic Progress Categories by Ethnic Category; Closing Fall Term, 1980-81. Research Report No. 81-02.

ED 200 263

Two Year Colleges

Allocation of Resources to Computer Support in Two-Year Colleges.

ED 200 280

The Emergence of Mass Communication Curricula in Illinois Community and Junior Colleges.

ED 199 787

Faculty Workload: Full-Time Faculty Lecture Hour Workload in the Contiguous Forty-Eight States. Management Report, Series No. 24.

ED 200 291

Undergraduate Students

The Status of Native American Women in Higher Education.

ED 200 364

Undergraduate Study

Higher Education. Conference Report: To Accompany H.R. 5192. House of Representatives, Ninety-Sixth Congress, Second Session.

ED 200 102

Unemployment

Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2.

ED 199 396

Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition.

ED 199 480

The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1.

ED 199 395

Productivity: Vocational Education's Role. Information Series No. 223.

ED 199 446

The Unemployment Numbers Is the Message. Occasional Paper No. 38.

ED 199 432

Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1.

ED 199 476

Unemployment Insurance

Public School Educators in Minnesota. Final Report.

ED 199 917

UNESCO

The Protection of Journalists. New Communication Order 4.

ED 199 696

Union Catalogs

CULP (California Union List of Periodicals) 1980 User Survey Results. PN-77.

ED 200 224

National Union Catalog Experience: Implications for Network Planning. Network Planning Paper No. 6.

ED 200 219

Proposal to Fund the Establishment of a Computer Based Library Service Utility in British Columbia.

ED 200 206

Unions

Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th, New York, New York, April 1980).

ED 200 112

Collective Bargaining in Higher Education Systems: A Study of Four States.

ED 200 183

United Kingdom

Human Rights in the United Kingdom.

ED 200 657

United Nations Relief and Works Agency

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency.

ED 200 349

United States

American Higher Education in 1975 and 1976: The Academy's Response to Continuing Kondratieff Recession as Reported in "The Times Higher Education Supplement" (London).

ED 200 169

A Bibliography on Refugees as It Appeared in UNHCR Newspaper No. 4, October-November, 1980. A Selection with Comments by Professor Barry Stein of Michigan State University, USA.

ED 200 671

International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs.

ED 200 489

Japan/United States Textbook Study Project. Joint Report.

ED 200 500

Special Funding for Small and/or Isolated Rural Schools.

ED 200 342

United States (Northeast)

Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet.

ED 200 360

United States (Northwest)

Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet.

ED 200 363

United States (South)

A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities.

ED 200 067

Factors Affecting the Life Plans of Low-Income Rural Youth.

ED 200 371

God, Preachers, and Segregation.

ED 199 803

A Roundup of State and Local Tax Developments. Financing Higher Education.

ED 200 101

United States (Southeast)

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.

ED 200 374

United States (Southwest)

Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet.

ED 200 362

United States (West)

The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.

ED 200 083

A Regional Plan for Optometric Education in the West.

ED 200 136

Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3.

ED 200 086

United States History

Black Chronicle: An American History Textbook Supplement. Revised.

ED 200 506

The Community: Education on a Grassroots Level.

ED 200 276

United States Literature

Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students.

ED 199 698

Units of Study

Design and Implementation of an Effective Drama Unit for Middle School/Junior High.

ED 199 795

Universities

The African University in Development.

ED 200 142//

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.

ED 200 079

University of California Los Angeles

Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation.

ED 200 094

UCLA Graduate Theses in English as a Second Language, 1969-1978.

ED 200 055

University of Mississippi

A Communication Skills Training Course for Dental Students.

ED 200 088

University of Pittsburgh PA

The Retention Committee, University of Pittsburgh. A Report to the Provost.

ED 200 178

University of San Francisco CA

An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process.

ED 200 087

University of Tennessee

Teaching Graduate Students to Teach Composition: The University of Tennessee.

ED 199 730

University of Texas Austin

Job Hunting Behaviors and Employment Status of Recent College Graduates.

ED 200 104

University of Vermont

Introducing the College-Bound Student to the Academic Library: A Case Study.

ED 200 236

Unwed Mothers

The Response of the Schools to Teenage Pregnancy and Parenthood.

ED 199 629

Urban Areas

Conceptual Considerations of Ethnicity: Past, Present, and Future.

ED 200 678//

Euro-Ethnic Families and Housing in Urban America.

ED 200 679//

Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas.

ED 199 478

Urban Improvement

Conceptual Considerations of Ethnicity: Past, Present, and Future.

ED 200 678//

Urban Population

With Roots Entwined: Intergroup Relations in Urban Ethnic America.

ED 200 677//

Urban Schools

Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1.

ED 200 645

Urban Studies

Global Classroom Resource Guide.

ED 200 509

An Urban Extension: Some Innovations. Final Project Report.

ED 200 476

Use Studies

Comparisons of Selected Instructional Television Networks: Programming, Management, and Funding Models.

ED 200 190

Impact of a Process Evaluation on an Urban School System's Policies and Practices.

ED 200 642

USSR

Research Survey of Bilingualism and Bilingual Education in the Soviet Union. ED 200 035

Utah

The Annual Report of the Special Purpose Educational Programs Funded by the Utah School Finance Program. Program Report. ED 199 887

Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/Community Service Task Force...Master Plan for Lifelong Learning. ED 200 168

Validity

The Unemployment Numbers Is the Message. Occasional Paper No. 38. ED 199 432

Values Clarification

Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980). ED 200 530

Staff Development: A Humanized Approach. ED 200 550

Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. ED 199 534

Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187. ED 199 431

Values Education

Character Education Curriculum [and] Achievement Skills: Guidelines for Personal Success, Level I Junior High, Ages 11-14, Course Description [and] Level II, High School, Ages 15-18, Course Description. ED 200 463

Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. ED 199 534

Verbal Communication

New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons. ED 200 351

Stability and Change in Teacher-Pupil Directive Interactions. ED 200 338

Vernacular Black English Inservice Program. King Elementary School. Final Evaluation. ED 200 706

Verbal Stimuli

Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose. ED 199 691

Verbs

Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199. ED 199 660

The Other "Come" in Black English. ED 200 046

Vermont

A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future. ED 200 065

Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont. ED 199 382

Vertical Organization

Conceptual-Based Teaching in Industrial Arts. ED 199 399

Veterans

Hearing on the Rehabilitation, Education, and Training Programs Administered by the Veteran's Administration-Nashville, Tenn. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs. House of Representatives. Ninety-Sixth Congress, Second Session (September 26, 1980). ED 199 532

Veterans Education

Hearing on the Rehabilitation, Education, and Training Programs Administered by the Veteran's Administration-Nashville, Tenn. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs. House of Representatives. Ninety-Sixth Congress, Second Session (September 26, 1980). ED 199 532

Victims of Crime

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23. ED 199 870

The "Unacknowledged" Rape Victim. ED 199 590

Videodisc Recordings

Videodisc: An Instructional Tool for the Hearing Impaired. ED 200 227

Violence

"But Teach, You Ain't Listenin'" or How to Cope with Violence in a Public School Classroom. ED 200 549

Compendium Listing. ED 199 856

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook. ED 199 848

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook. ED 199 849

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook. ED 199 850

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook. ED 199 851

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook. ED 199 852

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook. ED 199 853

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook. ED 199 854

Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes. ED 199 847

"Helping Hand" Type Programs. Technical Assistance Bulletin 2. ED 199 858

National School Resource Network. Technical Assistance Bulletin 1. ED 199 857

Program Resource Guide. ED 199 855

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5. ED 199 859

School Security. The Best of ERIC on Educational Management, Number 57. ED 199 829

Socialization and Family Violence. ED 199 615

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8. ED 199 861

Vision

Increasing Reading Rates-Consideration of Physiological Limitations and Suggestions for Teaching. ED 199 670

Visitor Control

Visitor Control in the Schools. Technical Assistance Bulletin 20. ED 199 867

Visual Aids

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number I-Basic Techniques. ED 200 197

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number II-Advanced Techniques. ED 200 198

Visual Evoked Potential

Negative Component of Visual Evoked Potential in Children with Cognitive Processing. ED 200 300

Visual Impairments

Barriers in Higher Education for Persons with Handicaps: A Continued Challenge. ED 200 155

Physical and Psychological Decrements Affecting Reading in the Aged. ED 199 633

Visual Perception

Infants' Perception of Visual Movement: A Review and Theoretical Analysis. ED 200 321

Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194. ED 199 665

Visual Stimuli

Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose. ED 199 691

Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194. ED 199 665

Negative Component of Visual Evoked Potential in Children with Cognitive Processing. ED 200 300

Vocabulary

Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190. ED 199 661

How to Learn a Foreign Language. ED 200 038//

Le Golf, El Golf, and Le Baseball. ED 200 045

Vocabulary Development

Auto Mechanics Modules 1-6: Bilingual Vocational Language Development Workbook. ED 199 486

Barbering/Cosmetology, Module 6-10: Bilingual Vocational Language Development Workbook. ED 199 502

Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair. ED 199 495

Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety. ED 199 487

Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System. ED 199 488

Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System. ED 199 489

Bilingual Skills Training Program. Auto Mechanics. Module 4.0: The Automotive Electrical System. ED 199 490

Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions. ED 199 491

Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope. ED 199 492

Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology. ED 199 497

Bilingual Skills Training Program. Barbering/Cosmetology. Module 10.0: Circulatory System. ED 199 507

Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation. ED 199 498

Subject Index

- Bilingual Skills Training Program. Barbering-/Cosmetology. Module 3.0: Cells. ED 199 499
- Bilingual Skills Training Program. Barbering-/Cosmetology. Module 4.0: Skeletal System. ED 199 500
- Bilingual Skills Training Program. Barbering-/Cosmetology. Module 5.0: Nervous System. ED 199 501
- Bilingual Skills Training Program. Barbering-/Cosmetology. Module 6.0: Muscular System. ED 199 503
- Bilingual Skills Training Program. Barbering-/Cosmetology. Module 7.0: Endocrine System. ED 199 504
- Bilingual Skills Training Program. Barbering-/Cosmetology. Module 8.0: Excretory System. ED 199 505
- Bilingual Skills Training Program. Barbering-/Cosmetology. Module 9.0: Respiratory System. ED 199 506
- Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes. ED 199 483
- Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety. ED 199 484
- Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products. ED 199 485
- Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body. ED 199 493
- Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment. ED 199 494
- Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding. ED 199 496
- Competence communicative et acquisition des vocabulaires (Communicative Competence and Vocabulary Learning). ED 200 019
- Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978. ED 199 511
- A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 8. ED 200 305
- Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth. ED 199 645
- Vocabulary Development in the Classroom. ED 200 310
- Vocabulary Skills**
- An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 7. ED 200 304
- Vocalization**
- Children's Use of Speech Recoding to Obtain Meaning from Sentences. ED 199 688
- Vocational Adjustment**
- Adaptation to Work: An Exploration of Processes and Outcomes. ED 199 428
- Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218. ED 199 441
- Vocational Education**
- Analysis of Key Federal Legislation Affecting Vocational Education for Indians. ED 199 390
- An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California. ED 200 372
- Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings. ED 199 559

- Comprehensive Planning Task. Description of Procedures. ED 199 391
- A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future. ED 200 261
- Developing Instructional Materials for Productive Skills. Report of a Study Group Meeting (Jakarta, Indonesia, October 2-17, 1979). ED 199 815
- Developing Student Profiles. ISSOE: Managing Student Progress. ED 199 517
- Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups. Final Report, May 15, 1978-September 30, 1979. ED 199 538
- The Development of a State Distribution System for Federal Vocational Education Funds. ED 199 566
- Effective Programming for Youth: The Education/Work Connection. ED 199 523
- The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202. ED 199 435
- Equitunity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education. ED 199 548
- Equitunity in Vocational Education Administration: A Handbook for Women. ED 199 547
- Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers. ED 199 388
- Expanding Opportunities: Vocational Education for the Handicapped. ED 199 949
- Florida Public Occupational Education Admission Standards and Practices Study. ED 199 437
- Guidebook for Vocational Education for the Handicapped. Revised. ED 199 522
- Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas. ED 199 478
- Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs. ED 199 392
- Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education. ED 199 401
- Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review. ED 199 540
- ISSOE: Managing Student Progress. Field Test. Phase 1, Final Report. ED 199 527
- Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218. ED 199 441
- Kansas Farm and Ranch Management Project. ED 199 475
- Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture. ED 199 552
- Licensure: What Vocational Educators Should Know. Information Series No. 219. ED 199 442
- Occupational Education Today. New Directions for Community Colleges, Number 33. ED 200 286
- Outcomes of Occupational Education. Phase II Report. ED 199 529
- Outcomes of Occupational Education. Phase I Report. ED 199 528

Vocational Followup 307

- An Overview of Articulation Efforts in Vocational Education: Implications for State Planning. ED 199 558
- Planning Student Programs. ISSOE: Managing Student Progress. ED 199 518
- Productivity: Vocational Education's Role. Information Series No. 223. ED 199 446
- Reporting Student Progress. ISSOE: Managing Student Progress. ED 199 519
- Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont. ED 199 382
- Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory. ED 199 560
- Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980. ED 199 524
- Student Decision-Making. ISSOE: Managing Student Progress. ED 199 520
- A Study of the Future of Vocational Education: Implications for Local Planning. ED 199 563
- Systems Overview. ISSOE: Managing Student Progress. ED 199 521
- Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students. ED 199 434
- Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers. ED 199 568
- Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187. ED 199 431
- Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised. ED 199 535
- Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note. ED 199 450
- Vocational Education and Training in Denmark. ED 199 481
- Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students. ED 200 663
- Working on Working. Innovators of Vocational Programs for Handicapped High School Students. ED 199 433
- Working with the Handicapped in the Vocational Home Economics Classroom. ED 199 470
- Vocational Education Amendments 1976**
- Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education. ED 199 401
- Vocational Education Teachers**
- Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education. ED 199 543
- Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers. ED 199 388
- Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs. ED 199 394
- Vocational Instructor's Survival Guide. ED 199 406
- Vocational Followup**
- Vocational Instructor's Survival Guide. ED 199 406

Vocational Rehabilitation

Expanding Opportunities: Vocational Education for the Handicapped.

ED 199 949

Hearing on the Rehabilitation, Education, and Training Programs Administered by the Veteran's Administration-Nashville, Tenn. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs. House of Representatives. Ninety-Sixth Congress, Second Session (September 26, 1980).

ED 199 532

Program Evaluation in Vocational Rehabilitation: Observations, No. 2.

ED 199 458

Vocational Schools

Short Term Skill Training. Alternative Approaches. Information Series No. 222.

ED 199 445

Volunteer Training

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

ED 199 570

Volunteers in the Secondary School: A Valuable Resource. The Practitioner, Vol. 7, No. 2.

ED 199 898

Volunteers

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

ED 199 570

Volunteers in the Secondary School: A Valuable Resource. The Practitioner, Vol. 7, No. 2.

ED 199 898

Volunteers in Education

Volunteers in the Secondary School: A Valuable Resource. The Practitioner, Vol. 7, No. 2.

ED 199 898

Voting

The Black Vote: Racial Intolerance or the Politics of Perception.

ED 200 466

Practical Politics. Revised Edition.

ED 200 498

Waste Water Treatment

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V.

ED 200 456

Water Pollution

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V.

ED 200 456

Water Quality

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V.

ED 200 456

Weber State College UT

A Look at the Weber State College CBTE Program After Ten Years.

ED 200 538

Welding

Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding.

ED 199 496

Well Being

Person-Environment Congruence in Residences for the Elderly.

ED 199 575

Sex Roles and Psychotherapy: Research Bases for Models of Health.

ED 199 599

West Indians

The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians.

ED 199 650

West Indies

The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians.

ED 199 650

Whistle Blowing

Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick?

ED 199 773

White Students

Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.

ED 200 354

Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project.

ED 200 390

Whites

Black-White Differences in Responses to California Psychological Inventory Items.

ED 199 601

Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges. A Consultation Sponsored by the United States Commission on Civil Rights, Chicago, Illinois, December 3, 1979.

ED 200 676

The Communications Media and Southern and Eastern European Ethnic Groups.

ED 200 684//

Employment and Ethnicity.

ED 200 682//

With Roots Entwined: Intergroup Relations in Urban Ethnic America.

ED 200 677//

Widowed

Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo.

ED 199 448

Support from Family and Friends: What Helps the Widow?

ED 199 584

Wilderness Education Programs

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.

ED 200 348

Wilderness Experience Program CO

The Development and Evaluation of the Wilderness Experience Program.

ED 200 366

Williams College MA

The Political Economy Program: An Informal Guide.

ED 200 106

Wisconsin

Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment.

ED 200 386

The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.

ED 199 925

School Climate and Decision Participation: Baseline Data for the Studies of Implementation.

ED 199 924

Special Educational Needs Program (SEN). A Technical Report, FY 1978.

ED 199 986

Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised.

ED 199 535

Wisconsin Guide Curriculum Improvement**Indust Educ**

Material Processing Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education K-12.

ED 199 533

Women Faculty

The Token Ineffectual: The Woman in Academe.

ED 199 602

Womens Education

Connecticut's Canterbury Tale: Prudence Crandall and the "School for Nigger Girls".

ED 200 497

Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

ED 199 444

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

ED 200 098

Womens Studies

Counseling Women Course: A Course Description.

ED 199 614

They Chose Greatness: Women Who Shaped America and the World.

ED 200 674

Word Frequency

A Partial Reading Model Utilizing Language Unit Size by Frequency.

ED 199 655

Word Processing

Office Automation Pilot: A Paperless Approach at College of DuPage.

ED 200 278

Word Recognition

Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.

ED 199 665

A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall.

ED 199 644

Testing a Hierarchical Model of Word Identification.

ED 199 685

What Good is Orthographic Redundancy? Technical Report No. 192.

ED 199 663

Word Association Extended: A Study of the Effects of Written Context on Word Meaning.

ED 199 686

Word Study Skills

The Effect of Instructions and Priming on the Use of Analogy Strategies in Reading.

ED 199 675

Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material.

ED 199 652

Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth.

ED 199 645

Work Attitudes

Adaptation to Work: An Exploration of Processes and Outcomes.

ED 199 428

Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values.

ED 199 569

Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.

ED 199 441

Portrayals of Teacher Development.

ED 200 600

Work Environment

Adaptation to Work: An Exploration of Processes and Outcomes.

ED 199 428

Work Experience Programs

A Guide for Establishing and Evaluating SYEP Worksites.

ED 199 554

A Manual for Supervisors in SYEP.

ED 199 556

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979.

ED 199 393

Subject Index

- Workplace Perspectives on Education and Training. Volume 1. ED 200 143//
- Work Life Expectancy**
The Social Psychology of Commitment to College Teaching. ED 200 171
- Working Class**
Euro-Ethnic Women: Some Observations. ED 200 681//
- Workshops**
People Helping People: A Facilitator's Guide and Training Module for a Peer Helper Training Program. ED 200 269
A Report on the Festival of Children's Programming (Montreal, Quebec, Canada, October 16-18, 1977). ED 200 200
Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs. ED 199 394
- Writing (Composition)**
Cohesion in English: A Key to the Way Our Culture Thinks? ED 199 726
Comprehensive Writing Programs. ED 200 172
Computer Aided Authoring and Editing. Technical Note 1-81. ED 200 247
Correlates of Reading and Writing Achievement. ED 199 642
Current Books on Composition: Some Reviews. ED 199 759
From Speech to Writing: A Rehearsal Model. ED 199 735
Journal of Advanced Composition, Volume 1, Number 1. ED 199 743
Rewriting in Advanced Composition. ED 199 738
Sabbatical Report: A Study of College Freshman English Courses. ED 199 712
The Scoring of Writing Samples: A Study. ED 199 758
Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average. ED 199 764
Training the Tutor: A Comparison of Attitudes toward Writing. ED 199 766
Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education. ED 199 710
Writers as Readers. ED 199 701
Writing in the Academic Community. ED 199 752
Writing Redux. ED 199 699
Writing Right Across the Curriculum, K-12. ED 199 700
- Writing across the Curriculum**
Terrors and Affectations: Students' Perceptions of the Writing Process. ED 199 720
Writing Right Across the Curriculum, K-12. ED 199 700
- Writing Apprehension**
Measuring Teacher Attitudes toward Instruction in Writing. ED 199 717
Reducing Anxiety in Writing Instruction. ED 199 718
Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education. ED 199 710
- Writing Evaluation**
Reducing Anxiety in Writing Instruction. ED 199 718
The Scoring of Writing Samples: A Study. ED 199 758

- Writers as Readers. ED 199 701
- Writing Exercises**
Creating Conditions for Learning: A Further Argument for Free Writing. ED 199 719
Helping Your Child Achieve in School. ED 200 314
In Search of the "Write" Way. ED 199 713
- Writing for Publication**
Writing in the Academic Community. ED 199 752
- Writing Instruction**
Audience-Based Composition: The Freshman Writer and the Professional Journalist. ED 199 706
Clinician and Writer: Their Crucible of Involvement. ED 199 723
Comprehensive Writing Programs. ED 200 172
Creating Conditions for Learning: A Further Argument for Free Writing. ED 199 719
Current Books on Composition: Some Reviews. ED 199 759
Defining the Basic Writing Student by Count. ED 199 725
Directing Freshman English: The Roles of Administration in Freshman English Programs. ED 199 711
Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students. ED 199 698
From Speech to Writing: A Rehearsal Model. ED 199 735
How to Develop and Write a Case for Technical Writing. ED 199 724
The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process. ED 199 731
In Search of the "Write" Way. ED 199 713
Integrating Writing Into the Elementary Language Arts Curriculum: Let's Put Writing In Its Place. ED 199 744
Journal of Advanced Composition, Volume 1, Number 1. ED 199 743
Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning". ED 199 732
Mainstreaming the EFL Student into the American College or University. ED 200 023
Measuring Teacher Attitudes toward Instruction in Writing. ED 199 717
Reducing Anxiety in Writing Instruction. ED 199 718
Rewriting in Advanced Composition. ED 199 738
Rhetorical Invention: Implications for Rewriting. ED 199 728
Sentence Combining and Error Reduction. ED 199 694
Sentence Combining: Everything for Everybody or Something for Somebody. ED 199 753
Sequencing and Branching: Implications for Theory and Practice. ED 199 708
The State of Technical Writing. ED 199 763
Strategies for Teaching Composition to Native Americans. ED 199 761
A Study to Determine the Efficacy of an Individualized-Modularized Writing Course. ED 199 740
Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature. ED 199 742

Writing Skills 309

- Teaching Graduate Students to Teach Composition: The University of Tennessee. ED 199 730
Teaching Writing Skills: Focus on the Process. ED 200 044
Technical Snobbery Versus Clear Communicat-ing. ED 199 722
Technical Writing Practically Unified through Industry. ED 199 709
The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education. ED 199 739
The Use of Prose Models in Teaching Composition. ED 199 715
The Writing Center and the Library: Teaching the Research Paper. ED 199 707
Writing: Different Motivational Approaches. ED 199 695
Writing Right Across the Curriculum, K-12. ED 199 700
- Writing Laboratories**
The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education. ED 199 739
The Writing Center and the Library: Teaching the Research Paper. ED 199 707
- Writing Processes**
Clinician and Writer: Their Crucible of Involvement. ED 199 723
Creating Conditions for Learning: A Further Argument for Free Writing. ED 199 719
A Critique of Readers as Models for Composition. ED 199 727
From Speech to Writing: A Rehearsal Model. ED 199 735
The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process. ED 199 731
Reducing Anxiety in Writing Instruction. ED 199 718
Re: Revision—An Analysis of the Revision Strategies of College Writers. ED 199 760
Rewriting in Advanced Composition. ED 199 738
Spoken Language and the Development of Writing Abilities. ED 199 729
Teaching Writing Skills: Focus on the Process. ED 200 044
Terrors and Affectations: Students' Perceptions of the Writing Process. ED 199 720
- Writing Research**
Audience-Based Composition: The Freshman Writer and the Professional Journalist. ED 199 706
Current Books on Composition: Some Reviews. ED 199 759
Re: Revision—An Analysis of the Revision Strategies of College Writers. ED 199 760
The Scoring of Writing Samples: A Study. ED 199 758
Spoken Language and the Development of Writing Abilities. ED 199 729
Terrors and Affectations: Students' Perceptions of the Writing Process. ED 199 720
Training the Tutor: A Comparison of Attitudes toward Writing. ED 199 766
Written Communication at the Managerial and Technical Levels: A Case Study. Working Paper 413. ED 199 749
- Writing Skills**
Audience-Based Composition: The Freshman Writer and the Professional Journalist. ED 199 706

- Capitalization Instruction in Elementary School Textbooks. ED 199 756
- Creating a Mini Book Review Journal. ED 200 536
- Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students. ED 199 698
- Integrating Writing Into the Elementary Language Arts Curriculum: Let's Put Writing In Its Place. ED 199 744
- Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing. ED 200 060
- Punctuation Instruction in Elementary School Textbooks. ED 199 757
- Ready for College? (Freshmen Assess Their Preparation in English). ED 200 121
- Re: Revision--An Analysis of the Revision Strategies of College Writers. ED 199 760
- Sentence Combining and Error Reduction. ED 199 694
- Spoken Language and the Development of Writing Abilities. ED 199 729
- Written Communication at the Managerial and Technical Levels: A Case Study. Working Paper 413. ED 199 749
- Written Language**
- A Description of Moderately Mentally Retarded Adolescents' Responses to Written Language. ED 199 939
- Visible Language Learning: A Case Study. ED 199 653
- What Good is Orthographic Redundancy? Technical Report No. 192. ED 199 663
- Xavier University of Louisiana**
- CAUSE Grant SER77-06227. Final Report. ED 200 075
- Young Adults**
- Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy. ED 200 373
- Young Children**
- Changes and Contradictions in Children's Sex-Role Concepts. ED 199 594
- The Development of Symbolic Representation: The Case of Building Blocks. ED 200 333
- Living Conditions of Some Basic School Children: Pointers to Disadvantage. ED 200 313
- Minor Anomalies and Behavior in Different Home Environments. ED 200 335
- Youth**
- Documentation and Information in Youth Research. ED 200 367
- Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1. ED 199 476
- Youth Action Teams**
- Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33. ED 199 878
- Youth Clubs**
- Until the Fire and the Rose Are One. ED 200 369
- Youth Employment**
- Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2. ED 199 396
- Effective Programming for Youth: The Education/Work Connection. ED 199 523
- A Guide for Establishing and Evaluating SYEP Worksites. ED 199 554
- Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3. ED 199 397
- A Manual for Supervisors in SYEP. ED 199 556
- A Manual for Training Supervisors in SYEP. ED 199 555
- A Manual for Youth in SYEP. ED 199 557
- Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition. ED 199 480
- Missed the Bus? ED 200 370
- Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act. ED 199 377
- The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1. ED 199 395
- Victims of Myth: The Situation of Rural Youth in Britain. ED 200 368
- Vocational Education and Training in Denmark. ED 199 481
- Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1. ED 199 476
- Youth Employment and Demonstration Projects Act**
- Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act. ED 199 377
- Youth Problems**
- An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers. ED 199 625
- Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups. ED 199 626
- Youth Programs**
- Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values. ED 199 569
- Effective Programming for Youth: The Education/Work Connection. ED 199 523
- Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980. ED 200 387
- A Manual for Supervisors in SYEP. ED 199 556
- A Manual for Training Supervisors in SYEP. ED 199 555
- A Manual for Youth in SYEP. ED 199 557
- Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition. ED 199 480
- Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act. ED 199 377
- Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14. ED 199 863
- Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1. ED 199 476

Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Author ———— **Norberg, Kenneth D.**
 Title ———— Iconic Signs and Symbols in Audiovisual Communication. An -
 Analytical Survey of Selected Writing and Research Findings.
 Final Report.

ED 013 371 ———— Accession Number

- Abrams, Doris L.**
 Sex-Composition of Occupation and the Determinants of Women's Earnings. ED 199 562
- Abramson, Theodore**
 Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review. ED 199 540
- Acheson, Keith A.**
 Techniques in the Clinical Supervision of Teachers. Preservice and Inservice Applications. ED 199 913//
- Adalian, Paul T., Jr., Comp.**
 BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised. ED 200 202
- Adams, Dale T.**
 The Use of Prose Models in Teaching Composition. ED 199 715
- Adams, Kay A.**
 Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education. ED 199 543
 The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia. ED 200 340
 Improving Accountability of Career Education Programs: Evaluation Guidelines and Checklists. ED 199 564
- Adams, Marilyn Jager**
 What Good is Orthographic Redundancy? Technical Report No. 192. ED 199 663
- Adams, R. C.**
 An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation. ED 199 771
- Adams, Ronald D.**
 Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers. ED 200 591
- Adamson, Harley K.**
 A Look at the Weber State College CBTE Program After Ten Years. ED 200 538
- Akehurst, Michael**
 Victims of Myth: The Situation of Rural Youth in Britain. ED 200 368
- Akehurst, Michael D.**
 Missed the Bus? ED 200 370
 Until the Fire and the Rose Are One. ED 200 369
- Albracht, James, Ed.**
 Kansas Farm and Ranch Management Project. ED 199 475
- Aldridge, Mary Nan**
 Preparing Teachers to Cope With Health Related Problems in the Classroom. ED 200 584
- Alexander, E. Curtis**
 Module Curriculum Guide: A Study of Ourstory in Africa Pre and Post "His-story." Reference Works of Yosef Ben Jochannan. ED 200 465
- Alexander, George W.**
 A Training Manual for Nuclear Medicine Technologists. ED 200 428
- Allbright, Anita**
 A Summary of Standards of Academic Progress Categories by Ethnic Category; Closing Fall Term, 1980-81. Research Report No. 81-02. ED 200 263
- Amend, John**
 Energy & Conservation Glossary. Third Edition. ED 200 420
- Ammons, Paul W.**
 Comprehensive Treatment of Runaway Children and Their Parents. ED 199 581
- Andersen, Roger W., Ed.**
 New Dimensions in Second Language Acquisition Research. ED 200 063//
- Anderson, Charlotte, C., Ed.**
 Daring to Dream: Law and the Humanities for Elementary Schools. ED 200 468
- Anderson, Jean**
 Can Research Help Mentally Handicapped Learners Explore Careers? ED 199 541
- Anderson, Nancy**
 Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education. ED 199 466
 Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education. ED 199 467
 Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education. ED 199 464
 Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education. ED 199 468
- Anderson, Richard Ivan**
 A PLATO Probabilistic Testing System. ED 200 614
- Anderson, Robert H.**
 Equipping Children With Supervisory Skills. ED 200 587
- Andreen, Brian, Ed.**
 Research in Chemistry at Private Undergraduate Colleges. Second Edition. ED 200 455
- Angelotti, Michael**
 Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth. ED 199 645
- Anglemyer, Mary, Comp.**
 A Search for Environmental Ethics: An Initial Bibliography. ED 200 442//
- Anh-Nguyet, Nguyen thi**
 A Case for Establishing a Teaching and Learning Service Unit at U.N.E. ED 200 073
- Archer, Patricia F.**
 Building Success in the Classroom. ED 200 267

Ardito, Stephanie

Utilizing Information Systems in Career Preparation Programs.

ED 200 214

Armes, Nancy R.

Building Success in the Classroom.

ED 200 267

Communication Styles in the Classroom.

ED 200 266

Arnoff, Steven

Pawtucket School Department's 1979-1980 Title IV-C, Adaptive and Corrective Program of Physical Education. Final Evaluation Report.

ED 199 955

Arnold, Carroll C.

Liberal Education: Speech Communication in the Process and the Product.

ED 199 785

Arnold, Richard D.

Segmentation Skills of Young Children.

ED 200 339

Arns, Kathleen F., Ed.

Occupational Education Today. New Directions for Community Colleges, Number 33.

ED 200 286

Arth, Maurice P.

Allocation of Resources to Computer Support in Two-Year Colleges.

ED 200 280

Ashley, William L.

Adaptation to Work: An Exploration of Processes and Outcomes.

ED 199 428

Ashmore, Frances W.

Grant Administration Manual for Title III Coordinators.

ED 200 072

Atkinson, Joan K., Ed.

Too Late at Eight: Prevention and Intervention, Young Children's Learning Difficulties.

ED 199 988

Austin-Martin, George G.

Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance.

ED 200 557

Austin, Bruce A.

Film Attendance: Why College Students Chose to See Their Most Recent Film.

ED 199 770

Baca, Leonard

Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency.

ED 199 963

Bachman, Jerald G.

Correlates of Drug Use. Part 1: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8.

ED 199 616

Bailey, T. Grahame

An English-Panjaabi Dictionary.

ED 200 025//

Baker, Patricia

Sabbatical Report: A Study of College Freshman English Courses.

ED 199 712

Baldwin, Paul E.

RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Federation and Greater Victoria Public Library.

ED 200 207

Ballance, Collin T.

A Comparison of Four Survival Ratio Models for Forecasting School Enrollment.

ED 199 844

Banchick, Gail

Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review.

ED 199 540

Bankoff, Elizabeth A.

Support from Family and Friends: What Helps the Widow?

ED 199 584

Bannister, Rosella

Inflation: Consumers Counter the Cost of Living. A Consumer Education Curriculum Module for Grades 10-14.

ED 200 475

Baratta, Anthony N.

Review of Salient Points of Volume II: Implications for Education of Prospective Changes in Society.

ED 199 827

Barbarita, Juana

Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.

ED 200 259

Barclay, William L., III

Teacher's Guide for Senior Balancing.

ED 200 394

Barendsen, Robert D., Comp.

Education in the People's Republic of China. A Selective Annotated Bibliography of Materials Published in the English Language 1971-1976.

ED 200 487

Barger, Robert N.

A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education.

ED 200 163

Barley, William D.

Some Causes of Labeling Bias in Psychiatric Diagnosis.

ED 199 606

Baron, Naomi S.

Writing Redux.

ED 199 699

Barresi, Josephine G.

A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development.

ED 199 964

Barret, Robert L.

Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation.

ED 199 612

Barrows, Linda

School Climate and Decision Participation: Baseline Data for the Studies of Implementation.

ED 199 924

Bartlett, Andrea, Ed.

Reading: A New Decade and a New Challenge. Volume 3. Third Yearbook of the Arizona State University Reading Conference, 1980.

ED 199 631

Bartos, Robert

Practicum Experience: Its Impact on Schools.

ED 200 555

Barwell, Jay

Strategies for Teaching Composition to Native Americans.

ED 199 761

Bassano, Sharron

Instant Interaction for Entry-Level ESL Students.

ED 200 058

Bassi, Laurie J.

Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980.

ED 199 457

Bates, Richard J.

Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control.

ED 199 910

The Function of Educational Administration in the Processes of Cultural Transmission.

ED 199 911

Baumann, James F.

Research on Children's Reading Comprehension of Expository Prose: A Problem of Ecological Validity.

ED 199 656

Beach, David P.

Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values.

ED 199 569

Beady, Charles H., Jr.

Teacher Race and Expectations for Student Achievement.

ED 200 659

Beal, George M.

Knowledge Generation, Organization Dissemination and Utilization for Rural Development.

ED 200 379

Bear, Becky

Comparisons of Selected Instructional Television Networks: Programming, Management, and Funding Models.

ED 200 190

Beck, Isabel L.

A Study of Instructional Dimensions that Affect Reading Comprehension.

ED 199 674

Becker, Heather Anne

Job Hunting Behaviors and Employment Status of Recent College Graduates.

ED 200 104

Becker, Judith A.

Development of Preschoolers' Learning, Retention, and Generalization of Concepts.

ED 200 324

Begland, Robert R.

A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP).

ED 200 643

Belcastro, Philip A.

A Health Education Cadre for Health Maintenance Organizations.

ED 200 579

Bell, Elizabeth S.

Training the Tutor: A Comparison of Attitudes toward Writing.

ED 199 766

Bell, Louis

Collection Development Policy for the University Library.

ED 200 238

Belme, Jillian

An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Druiett Early Childhood Project: Project Evaluation Report Number 7.

ED 200 304

A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Druiett Early Childhood Project: Project Evaluation Report Number 8.

ED 200 305

Bendelow, Mary Margaret

Perceptions of Male and Female Dominant Behavior in Small Group Interactions.

ED 199 776

Bender, Ignaz

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.

ED 200 079

Benedetto, Harry J.

School Emergency Planning Guide.

ED 199 888

Benjamin, Candice

Childhood Depression and Hyperactivity.

ED 199 958

Benjamin, Libby

Programs and Practices in Adult Counseling.

ED 199 585

Author Index

Bennedson, Dorte

Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980.

ED 200 387

Bennie, Roanna Violet

Nonmember Trust of a Group.

ED 199 772

Bereiter, Carl

Plausibility Versus Logical Necessity in Children's Verbal Reasoning.

ED 200 303

Berg, Joann La Perla

A Selected Bibliography of Functional Literacy Materials for Adult Learners.

ED 199 551

Bernard, Jeanne T.

An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training.

ED 199 565

Berry, Stan, Ed.

Entering Higher Education in the United States: A Guide for Students from Other Countries. Revised Edition, 1981.

ED 200 111

Berryman, Sue E.

Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note.

ED 199 450

Berve, Nancy M., Ed.

State Postsecondary Education Profiles Handbook, 1980 Edition.

ED 200 096

Bess, James L.

The Social Psychology of Commitment to College Teaching.

ED 200 171

Besse, Art

In Defense of PSE: An Opportunity Missed.

ED 199 400

Bethel, Lowell J.

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.

ED 200 589

Bialek, Hilton M.

An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.

ED 200 372

Bice, Garry R.

Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas.

ED 199 478

Bieger, George R.

Eye Movement Instrumentation for Reading Research.

ED 200 622

Biemiller, Andrew J.

Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers.

ED 200 307

Bill, Willard E.

Perceived Benefits of the Social Studies Teacher from the Experience of Supervising Social Studies Interns.

ED 200 499

Black, Glenda P.

A Study of How Restrictive Rental Practices Affect Families with Children.

ED 200 328

Blackman, Bernard I.

Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S.

ED 199 769

Blair, Robert W.

Guarani Basic Course, Part I.

ED 200 014

Guarani Basic Course, Volume II.

ED 200 015

Blanchard, B. Everard

A New System of Education.

ED 199 920

Bloom, Lynn Z.

Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education.

ED 199 710

Bloomfield, Stefan D.

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.

ED 200 164

Bloss, Doak

They Chose Greatness: Women Who Shaped America and the World.

ED 200 674

Blosser, Patricia E., Ed.

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

Blum, Mark E.

Introduction to the Social Sciences: Teacher's Manual.

ED 200 474

Blust, Ross S.

An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment.

ED 200 627

Blyth, Carl S.

Forty-Eighth Annual Survey of Football Fatalities 1931-1979.

ED 200 567

Boileau, Don M.

Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.

ED 199 784

Boileau, Janet L.

Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.

ED 199 784

Bolin, Nancy Clare

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

ED 199 570

Bolino, August C.

Productivity: Vocational Education's Role. Information Series No. 223.

ED 199 446

Bonnet, Deborah G.

Can Research Improve Career Guidance Programs in Rural Schools?

ED 199 542

Bor, Aaron Marc

Educational Slides: Form and Function.

ED 200 189

Bordeleau, Louis-Gabriel

Les ecoles secondaires de langue francaise en Ontario: Dix ans apres (French Language Secondary Schools in Ontario: Ten Years Later).

ED 200 037

Botkin, James W.

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s—Research and Studies.

ED 200 403

Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education.

ED 200 402

Brinzer, Raymond J.

313

Bowen, Frank N.

Quality and Accountability: An Evaluation of Statewide Program Review Procedures.

ED 200 156

Bowers, John Z., Ed.

The Current Status and Future of Academic Obstetrics.

ED 200 151

Bowker, Richard

The Influence of Perceptual Speed on Performance Versus Paper-And-Pencil Measures of Spatial Ability. Technical Report 1981-4.

ED 200 630

Boyd, Richard D., Ed.

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.

ED 199 991

Boyer, Ernest L.

A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay.

ED 200 298

Braby, Richard

Computer Aided Authoring and Editing. Technical Note 1-81.

ED 200 247

Bracken, C. Lee

Special Educational Needs Program (SEN). A Technical Report, FY 1978.

ED 199 986

Branch, Jan

The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation.

ED 200 551

Brandis, Margaret

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans.

ED 199 977

Bray III, Charles W.

Assuring the Future: A Diplomat's Concerns.

ED 200 470

Brebner, Ann

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future.

ED 200 187

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. Executive Summary.

ED 200 188

Brenden, Dan

Target Evaluation System.

ED 200 618

Brewer, William F.

Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197.

ED 199 668

Brickley, Richard R., Comp.

Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90, Villanova University. Fall Term, 1980.

ED 200 194

Bridgeland, William M.

The Problem of School People as Political Actors: Some Recommendations.

ED 199 823

Brinton, Donna

A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students.

ED 199 994

Brinzer, Raymond J.

New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses.

ED 200 608

- Brodkey, Linda**
Writing in the Academic Community.
ED 199 752
- Brophy, Jere E.**
Teachers' Cognitive Activities and Overt Behaviors.
ED 200 561
- Brown, Carol Ann**
The Community: Education on a Grassroots Level.
ED 200 276
- Brown, James C.**
A Communication Skills Training Course for Dental Students.
ED 200 088
- Brown, Jerry**
Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students.
ED 200 663
- Brown, Marjorie M.**
What Is Home Economics Education?
ED 199 546
- Brown, Peggy, Ed.**
The Study of Ethnic Groups.
ED 200 091
- Brown, Rexel E., Ed.**
Vocabulary Development in the Classroom.
ED 200 310
- Brumberg, Stephan F.**
C.S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report, 1979-80.
ED 200 694
- Bruno, Merle S.**
Teacher's Guide for Earthworms.
ED 200 393
- Bryant, Valarie A.**
A Survey of Student Rights in a Public and Alternative High School.
ED 199 592
- Buck-Smith, Robin E.**
The Effectiveness of Teaching the Nature, Purpose, and Language of Instruction of Reading to First Grade Children.
ED 199 649
- Buckland, Lawrence F.**
Data Input for Libraries: State-of-the-Art Report.
ED 200 216
- Buffie, Edward G.**
1980 Graduates of the Block Project. A Follow-Up Study.
ED 200 532
- Bulcock, Jeffrey W.**
The Problems of Multiple Feedback Estimation.
ED 200 621
- Bullis, Bruce**
Collective Bargaining in Higher Education Systems: A Study of Four States.
ED 200 183
- Burger, Gary K.**
Black-White Differences in Responses to California Psychological Inventory Items.
ED 199 601
- Burke, Caseel D.**
A Look at the Weber State College CBTE Program After Ten Years.
ED 200 538
- Burn, Barbara B.**
Our Foreign Language Illiteracy: International Implications.
ED 200 022
- Burtis, John O.**
Applying Professional Evaluation Standards to Forensics Directors.
ED 199 779
- Bush, Richard C., Comp.**
The People's Republic of China: A Basic Handbook. Second Edition.
ED 200 469
- Bush, Richard C., Ed.**
China Briefing, 1980.
ED 200 510
- Butler, Dennis G.**
Coast Community Colleges Community Telephone Survey 1980, Report Number 2. The Coast Message: An Examination of the Extent to Which Basic Marketing Efforts Are Reaching the Community.
ED 200 292
- Butler, Jerry P.**
God, Preachers, and Segregation.
ED 199 803
- Butterfield, Dennie**
Relevance and Curriculum: Making the Five R's Meaningful.
ED 199 931
- Butts, R. Freeman**
The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools.
ED 200 473
- Calame, Claude**
Aspects semiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks).
ED 200 021
- Calderonello, Alice Heim**
A Study to Determine the Efficacy of an Individualized-Modularized Writing Course.
ED 199 740
- Calvert, Elyse L.**
A Study of the Relationship between Level of Mathematics Anxiety and Sex, Age, Mathematical Background, and Previous Success in Mathematics.
ED 200 265
- Campbell, Patricia**
Ready for College? (Freshmen Assess Their Preparation in English).
ED 200 121
Why Go to College? (Freshmen Assess the Value of a College Degree).
ED 200 122
- Campione, Joseph C.**
Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.
ED 199 667
- Cangiano, Miguel**
Peruvian Rural School Construction System. SERP 71: Sierra Type.
ED 200 345
- Cannon, Walter W.**
Terrors and Affections: Students' Perceptions of the Writing Process.
ED 199 720
- Cap, Orest**
Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont.
ED 199 382
- Carey, James O.**
Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose.
ED 199 691
- Carey, Susan**
Up Front: The Acquisition of a Concept and a Word.
ED 200 007
- Carlson, Bart**
Office Automation Pilot: A Paperless Approach at College of DuPage.
ED 200 278
- Caron, Andre H.**
Children and Television. A Digest of Events Saluting International Year of the Child.
ED 200 199
- Case, Barbara**
CSUC Standard for the CLSI Expanded Title Record.
ED 200 248
- Cason, Gerald J.**
Clinical Rating Project Interim Report Number 3: Background and Status.
ED 200 623
Guidelines for Objective Testing of Students.
ED 200 628
- Caulley, Darrel N.**
On the Nature of Normative Statements.
ED 200 638
- Cazabon, Benoit**
Le francais parle en situation minoritaire: Volume II (Spoken French in a Minority Situation).
ED 200 017
- Challman, Laura E.**
The Government and Information: Costs, Choices and Challenges.
ED 200 251
- Champagne, Audrey B.**
Time Out for Problem Solving.
ED 200 417
- Champagne, Henry**
Mainstreaming in Business Education. Monograph 135.
ED 199 438
- Chandler, Barbara A., Ed.**
National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980).
ED 199 402
- Chareonchai, Ruang**
Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.
ED 200 347
- Charles, Randall I.**
Recommendations for Mathematics Education: Final Report of the Mathematics Task Force.
ED 200 405
- Charles, Richard**
Handicapped Programs: California Community Colleges.
ED 200 271
- Charney, A. H.**
Adult Literacy. A Study of Its Impact.
ED 199 473
- Charters, Alexander N.**
Comparing Adult Education Worldwide.
ED 200 180//
- Chastain, Kenneth**
Toward a Philosophy of Second-Language Learning and Teaching. The Foreign & Second Language Education Series.
ED 200 039//
- Chavez, Maria**
Finger Mathematics: A Method for All Children.
ED 200 422
- Cheesebro, Deborah**
Training Program Development for Criminal Justice Agencies.
ED 199 403
- Chickering, Arthur**
The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.
ED 200 069//
- Chow, Stanley H. L.**
A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report.
ED 199 990
- Choy, Susan P.**
The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79.
ED 199 896
- Churton, Margaret**
The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.
ED 199 989

Author Index

- Cichon, Donald J.**
Impact of a Process Evaluation on an Urban School System's Policies and Practices.
ED 200 642
- Claycomb, Mary**
Brain Research and Learning.
ED 200 562
- Claydon, Leslie F.**
Refugee Settlers: Some Aspects of Australia's Changed Institutional Response.
ED 200 383
- Cohen, Peter A.**
Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.
ED 200 647
- Colavita, Leon J., Ed.**
District-Level Plan for Conservation. Energy Conservation Guidelines 1.
ED 199 838
- Colclough, Christopher**
Primary Schooling and Economic Development: A Review of the Evidence. World Bank Staff Working Paper No. 399.
ED 199 813
- Coles, H. William, III**
College Student Perceptions Four Year Follow-up: 1973-77, Characteristics of Freshmen Associated with Retention.
ED 200 125
- Coley, Betty A.**
Planning and Development of a Conservation Facility.
ED 200 239
- Collins, James L.**
Spoken Language and the Development of Writing Abilities.
ED 199 729
- Collister, Larry**
The Effects of Closing Five Schools in 1979 on School District Enrollments.
ED 199 923
- Comprone, Joseph J.**
Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning".
ED 199 732
- Congalton, David**
Applying Professional Evaluation Standards to Forensics Directors.
ED 199 779
- Conoley, Jane Close**
The Token Infected: The Woman in Academe.
ED 199 602
- Consuegra, Gerard F.**
Education for the Gifted in Science and Mathematics. Revised.
ED 199 938
- Coonrod, Debbie**
Fathering: The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development.
ED 200 317
- Cooper, Harris M.**
Verbal Behavior as Mediations of Teacher Expectation Effects.
ED 199 613
- Cooper, Stephen**
Lyndon Johnson's Press Conferences.
ED 199 798
- Cooperman, Michael J.**
A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980.
ED 200 176
- Cooperstein, Rhonda Ann**
A Study Of Teacher Concerns Within The Teacher Corps Program.
ED 200 592
- Costa, Joseph J., Comp.**
A Directory of Library Instruction Programs in Pennsylvania Academic Libraries.
ED 200 225

- Cottrell, Richard L.**
Camp Unit Design Guidelines.
ED 200 513
- Coulter, Kyle Jane**
Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II--Home Economics.
ED 200 089
- Courtois, Christine A.**
Counseling Women Course: A Course Description.
ED 199 614
- Couture, Barbara**
How to Develop and Write a Case for Technical Writing.
ED 199 724
- Cowan, Elizabeth, Comp.**
Fairy Tales of the Sea [and] A Guide for Teachers.
ED 200 418
- Cox, Dorothy Anna Howard**
Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.
ED 200 449
- Cox, J. Lamarr**
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume IV: Retrospective Longitudinal Substudy Findings. Final Report.
ED 199 973
- Cox, W. Miles**
Theories of the Alcoholic Personality.
ED 199 579
- Creider, Chet A.**
Language Differences in Strategies for the Interactional Management of Conversation.
ED 200 053
- Crew, Adolph B.**
An Exemplary Introductory Course For Secondary Education Majors.
ED 200 540
- Crisci, Pat Eva**
Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.
ED 200 529
- Cronnell, Bruce**
The Scoring of Writing Samples: A Study.
ED 199 758
- Cross, Donald T.**
Black-White Differences in Responses to California Psychological Inventory Items.
ED 199 601
- Cross, K. Patricia**
Adults as Learners. Increasing Participation and Facilitating Learning.
ED 200 099//
- Cross, Ray**
Elementary School Principal Effectiveness.
ED 199 905
- Crosson, Patricia H.**
Women in Higher Education Administration: Status and Strategies.
ED 200 120
- Croxton, Jack S.**
Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect?
ED 199 604
- Croxton, Jack S.**
Memory Processes and the Integration of Attitudinal and Behavioral Information.
ED 199 605
- Dahlberg, E. John, Jr., Ed.**
Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980).
ED 200 530

Denton, Drew

315

- Dalbey, Alice**
Public Library Trustees and Commissioners Tool Kit: Orientation Guidelines.
ED 200 252
- Dalke, Bruce**
Training Systems for Institutions. Teaching Research, Vol. IX, No. 1.
ED 199 954
- Daly, Mary J.**
The Ontogenesis of Hypothetical Reference.
ED 200 010
- Dane, J. K.**
Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.
ED 200 134
- Dane, J. K.**
Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.
ED 200 135
- Danford, Robert E., Ed.**
Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980).
ED 200 218
- Darling-Hammond, Linda**
A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.
ED 200 594
- Darr, Alice Dozier**
Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations.
ED 200 573
- Das, Ajit K.**
Parents' View of Parent Involvement in Early Education Programs.
ED 200 326
- Davis, Donna G.**
Administrative Style as a Predictor of Evaluation Utilization.
ED 200 611
- Davis, Florence V.**
Multicultural Education for Practitioners.
ED 200 477
- Davis, Gary**
Institutional Research and External Agency Reporting Responsibility.
ED 200 074
- Davis, Sharon A.**
P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations.
ED 199 969
- Dawis, Rene V.**
Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.
ED 199 441
- Dawson, Judith A.**
Teacher Participation in Educational Innovation: Some Insights Into Its Nature.
ED 200 593
- De Mott, John**
Mass Comm Pact: The Concept of Covenant Between Media and Public.
ED 199 746
- DeLellis, Anthony J.**
Effective Strategies for State Education Agencies in Community Education Development: A National Assessment.
ED 199 832
- DeLong, Thomas J.**
Career Planning for the Educator: Validating Current Career Development Theories.
ED 200 570
- Denton, Drew**
Project IMPACT: A Case Study in Gifted Education.
ED 199 961

- Denton, Jon J.**
Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners. ED 200 524
Relations Between Early Field Experiences and Performance in Subsequent Coursework. ED 200 525
- DeOlden, Caroline**
Evaluation as an Effective Strategy for Instructional Improvement: Essential Conditions for Implementation. ED 200 625
- Desforges, Charles**
Teachers' Thinking About Children's Thinking. ED 200 585
- Diamond, Esther E.**
Item Bias Issues: Background, Problems, and Where We Are Today. ED 200 631
- Digman, R. Michael**
An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training. ED 199 565
- Dixon, Betty L.**
Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980. ED 199 463
- Dobson, John R. A.**
Notes & Quotes on Adult Learning. ED 199 389
- Dobson, Russell**
Staff Development: A Humanized Approach. ED 200 550
- Doeringer, Peter B., Ed.**
Workplace Perspectives on Education and Training. Volume I. ED 200 143//
- Douglas, Betsy, Comp.**
1980 MRDAC Resource Library Annotated Bibliography. ED 200 666
- Douglass, James B.**
Item Bias, Test Speededness, and Rasch Tests of Fit. ED 200 632
- Drabick, Lawrence W.**
Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States. ED 200 374
- Draves, Bill**
The Free University: A Model for Lifelong Learning. ED 200 166//
- Drier, Harry N.**
Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume I. ED 199 549
Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II. ED 199 550
- Driscoll, Berle M.**
ESEA Title VII Chinese Bilingual Program. Community School District One. Final Evaluation Report, 1979-1980. ED 200 697
- Drugan, Cornelius B.**
Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement. ED 199 950
- Drummond, Marshall E.**
A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting. ED 200 277
- Duane, Edward A.**
The Problem of School People as Political Actors: Some Recommendations. ED 199 823
- Dube, Paul E.**
Developing a Comprehensive Cooperative Education Program: Implementing the Plan. ED 199 512
- Duby, Paul B.**
Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach. ED 200 640
- Ducharme, Edward R.**
Human Services and Teacher Education: A Time for Action. ED 200 523
- Dugdale, Sharon**
Using the Computer to Foster Creative Interaction among Students. ED 200 243
- Duggins, William**
Classroom Reading Performance of Children in Relationship to Age Differences within Grades. ED 199 671
- Dunlap, William P.**
Team Approach to Field Based Preservice Teacher Education. ED 200 556
- Dunn, James A.**
Developing Student Profiles. ISSOE: Managing Student Progress. ED 199 517
Planning Student Programs. ISSOE: Managing Student Progress. ED 199 518
Reporting Student Progress. ISSOE: Managing Student Progress. ED 199 519
Student Decision-Making. ISSOE: Managing Student Progress. ED 199 520
Systems Overview. ISSOE: Managing Student Progress. ED 199 521
- Dunne, Faith**
Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet. ED 200 361
Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet. ED 200 360
Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet. ED 200 363
Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet. ED 200 362
Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making. ED 200 357
Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance. ED 200 358
Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area. ED 200 356
Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers. ED 200 359
- Dzierlenga, Donna**
Community Needs Assessment Surveys. Fact Sheet No. 1. ED 200 299
- Eadie, William F.**
Nonmember Trust of a Group. ED 199 772
- Ebel, Robert L.**
Some Advantages of Alternate-Choice Test Items. ED 200 648
- Edenhardt-Pepe, Michael**
Who is Engaged More--Teacher or Students? An Analysis of How Activity Structures Affect Student Learning Engagement. ED 200 635
- Ediger, Marlow**
Helping Your Child Achieve in School. ED 200 314
- Edington, Everett D.**
Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy. ED 200 373
- Eilers, Rebecca E.**
Cross-linguistic Studies of Infant Speech. Perception: The Role of Linguistic Experience. ED 200 018
- Eldridge, Marie D.**
Private School Data: Issues of Policy and Procedure. The Federal Perspective. ED 200 388
- Eliason, Carol**
Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221. ED 199 444
- Ellington, H. I.**
A Review of the IEE's Involvement in Academic Gaming. ED 200 230
- Ellis, Donna Logue**
Three-Dimensional LIFT Model: A Gifted-Talented High School Program. ED 199 940
- Ellis, Susanne D.**
Employment Survey 1979. AIP Report. ED 200 071
- Elmore, Richard F.**
Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy. ED 199 906
- Embry, Dennis D.**
Can Storybooks Really Change Behavior? ED 200 320
The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..." ED 200 322
- Embry, Lynne H.**
Practical Parenting Instructional Code. Revised Edition. ED 200 323
- Engel, Dominique**
Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization. ED 200 290
- Erbaugh, Mary**
Acquisition of Temporal and Aspectual Distinctions in Mandarin. ED 200 006
- Erickson, Michael E.**
De-Grading Developmental Studies. ED 200 293
- Erickson, Susan**
The Adventure Book--A Curriculum Guide to School Based Adventuring with Troubled Adolescents. ED 200 381
- Ertel, Kenneth**
Energy: Factors Influencing Vocational Education Policy. Information Series No. 220. ED 199 443
- Escoe, Adrienne S.**
Word Association Extended: A Study of the Effects of Written Context on Word Meaning. ED 199 686

Author Index

Evans, Al

Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.

ED 200 249

Evans, Ellis D.

Update and Implications of Early Personal-Social Learning.

ED 200 327

Ewald, Helen Rothschild

Clinician and Writer: Their Crucible of Involvement.

ED 199 723

Falcone, Raymond L.

Organizational Communication Research: An Exploratory Application of a Conceptual Model for an Organized Knowledge Base.

ED 199 919

Falkenstein, Lynda Carl, Ed.

Daring to Dream: Law and the Humanities for Elementary Schools.

ED 200 468

Famighetti, Robert A.

The Aged and Aging Developmentally Disabled: An Exploration Into Issues and Possibilities.

ED 199 589

Farmer, Walter A.

An Analysis of the Range of 2B and 3A Responses to Three Inhelder Tasks.

ED 200 446

Farnen, Russell F., Jr.

Formulating a Comprehensive Index of Political Education in Contemporary America. First Draft.

ED 200 462

Fehr, Mary J.

Children's Use of Speech Recoding to Obtain Meaning from Sentences.

ED 199 688

Felder, B. Dell

Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.

ED 200 519

Feldman, David

A Description of Moderately Mentally Retarded Adolescents' Responses to Written Language.

ED 199 939

Feldman, Phillip

Team Approach to Field Based Preservice Teacher Education.

ED 200 556

Fine, Elizabeth C.

Aesthetic Patterning of Verbal Art and the Performance-Centered Text.

ED 200 051

Finlay, Cheryl Schratz

Women in Higher Education Administration: Status and Strategies.

ED 200 120

Finley, Mary Jane

Hearing Resource Program, 1979-1980. Report No. 33-10-79/80:003.

ED 199 948

Fisher, Dennis F.

Eye Movements Reveal Components of Flexible Reading Strategies.

ED 199 648

Fisher, Sue

The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication.

ED 200 052

Fitzgerald, Jon M., Ed.

Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.

ED 199 768

Flacks, Miriam

Towards a Biosocial Perspective: Suggestions from a Biologist.

ED 200 460

Flaherty, Michael G.

An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers.

ED 199 625

Flakus-Mosqueda, Patricia

Cuebook II. State Education Collective Bargaining Laws. Report No. F80-5.

ED 199 907

Fletcher, Donna

Meeting the Needs of the Handicapped Student Teacher.

ED 200 582

Flugman, Bert

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80).

ED 199 530

Foorman, Barbara R.

Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.

ED 199 704

Forest, Robert F.

A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.

ED 200 065

Fowler, Lynda

A Hero Ain't Nothing But A Great Big Sandwich. A Global Perspectives Experimental Unit.

ED 200 472

Fox, James

Telephone Gambits. A Module for Teaching Telephone English to Second Language Learners.

ED 200 042

Francesconi, Robert

The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties.

ED 200 484

Franco, Juan

New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons.

ED 200 351

Frankel, Alan D.

Structuring an Adult Learning Environment.

ED 199 658

Fraser, Carol

Teaching Writing Skills: Focus on the Process.

ED 200 044

Frattaccia, Enrico V.

Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School.

ED 199 647

Frattaccia, Priscilla Kaye

Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School.

ED 199 647

Frechtling, Joy

Short-Term Effects of Human Relations Training (HR-17): A Pre Post Comparison Group Evaluation Study.

ED 200 664

Fredrickson, John H.

Civilized Strategies for Closing Schools.

ED 199 904

Frenette, Normand

Le français parle en situation minoritaire: Volume II (Spoken French in a Minority Situation).

ED 200 017

Friedlander, Jack

Community Needs Assessment Surveys. Fact Sheet No. 1.

ED 200 299

Human Beings and Their Environment. Final Evaluation Report.

ED 200 398

The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often"?

ED 200 620

Garin, Mary Jo

317

Friedman, Charles P.

Software Organization in Student Data Banks for Research and Evaluation: Four Institutional Models.

ED 199 903

Friedrich, Gustav W.

Promoting the Department within the University.

ED 199 801

Froman, Robin D.

Ability Grouping: Why Do We Persist and Should We.

ED 200 617

Frumkin, Howard, Ed.

Occupational and Environmental Health: A Resource Guide for Health Science Students.

ED 199 449

Fry, Edward

A Partial Reading Model Utilizing Language Unit Size by Frequency.

ED 199 655

Fryar, Maridell

Coaching for Individual Events.

ED 199 797

Funk, Fanchon F.

Meeting the Needs of the Handicapped Student Teacher.

ED 200 582

Furukawa, James M.

Differences in the Rates of Reading Problems in the United States and Japan: A Search for Causes.

ED 199 676

Gaasholt, Marie

Self-Formulating Study-Groups: An Innovative Approach to Staff Development in Denmark.

ED 200 544

Gackenbach, Jayne

Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien.

ED 199 573

Gale, Darwin F.

Preservice Field-Based Teacher Training in Special Education.

ED 200 577

Galisson, Robert

Competence communicative et acquisition des vocabulaires (Communicative Competence and Vocabulary Learning).

ED 200 019

Gall, Meredith Damien

Techniques in the Clinical Supervision of Teachers. Preservice and Inservice Applications.

ED 199 913//

Gambino, Richard

The Communications Media and Southern and Eastern European Ethnic Groups.

ED 200 684//

Gapen, Kaye

A Nationwide Network: Development, Governance, Support.

ED 200 210

Garcia Ramis, Magali, Ed.

Auxilio, Socorro! Salve! Los Esterioripos de la Mujer en la Television. Octavo Modulo de una Serie para Maestros de Escuela Elemental. Fara Usar con la Grabacion (Help! Help! Save me! Sexual Stereotyping of Women. Eighth Module of a Series for Elementary School Teachers. Audiotape Transcriptions).

ED 200 692

Garcia, Joseph E.

A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness.

ED 199 595

Garcia, Mario R.

The New Adviser. Updated Second Edition.

ED 199 748

Garin, Mary Jo

Special Educational Needs Program (SEN). A Technical Report. FY 1978.

ED 199 986

- Garlich, Roger A.**
Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report. July 1, 1976 through June 30, 1979. ED 199 951
- Garrett-Petts, Will**
Re: Revision—An Analysis of the Revision Strategies of College Writers. ED 199 760
- Gaskill, William**
A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students. ED 199 994
- Gasparini, Alberto**
The Reasons Why Farm Children Drop Out of School. ED 200 380
- Gates, Richard M., Ed.**
Energy Conservation in School Facilities. Energy Conservation Guidelines 2. ED 199 839
- Geering, Adrian D.**
A Human Resource Development Model for Schools. ED 199 928
A Prescriptive Model for Determining Professional Development Needs of Principals. ED 199 929
The Role of the School Principal in Comparative Perspectives. ED 199 930
- Genesee, Fred**
The Social Psychological Significance of Code Switching for Children. ED 200 024
- Genova, William J.**
A Practitioners' Guide for Achieving Student Integration in City High Schools. ED 200 669
- Gentry, Larry A.**
Capitalization Instruction in Elementary School Textbooks. ED 199 756
Punctuation Instruction in Elementary School Textbooks. ED 199 757
- George, Judith D.**
The Relationships Between Teachers' Goal Orientations, Structure, And Observable Classroom Behaviors. ED 200 590
- George, Paul S., Ed.**
The Middle School: A Look Ahead. ED 199 818
- Gerboe, Ronald E.**
PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980. ED 200 672
- Gere, Anne Ruggles**
Measuring Teacher Attitudes toward Instruction in Writing. ED 199 717
- Gerlovich, Jack A.**
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23. ED 200 443
- Gerver, David**
Conference Interpretation: A Review of Recent Theory and Research. ED 200 054
- Giamundo, Steven**
Grading Attendance: Does It Reduce Absenteeism? ED 199 408
- Gibbs, Graham**
An Example of the Quality of Students' Understanding: Initial Conceptions of Psychology. ED 200 464
- Giesguth, John, Ed.**
Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4. ED 199 841
- Gillespie, Wilma**
Health Occupations Education Today! And Tomorrow! ED 199 471
- Gillmor, Mary S.**
Mosquitoes: A Resource Book for the Classroom. ED 200 392
- Gilmore, Arthur W.**
Placement of Engineering and Technology Graduates, 1980. ED 200 070
- Gittell, Marilyn**
Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary. ED 200 661
- Glass, Kenneth M.**
A Consultant Study of the Singapore American School Facilities. ED 199 921
- Glenn, Ethel C.**
Communication Training/Consulting: A Case Study in Training Real Estate Agents. ED 199 792
- Glennon, Vincent J., Ed.**
The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach. ED 200 425//
- Glenny, Lyman A.**
Quality and Accountability: An Evaluation of Statewide Program Review Procedures. ED 200 156
- Gliessman, David H.**
Learning How to Teach: Processes, Effects, and Criteria. ED 200 516
- Goethsch, David L.**
Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs. ED 199 394
- Goetsch, David L.**
Vocational Instructor's Survival Guide. ED 199 406
- Gold, Ben K.**
LACC Student Survey—Fall 1980. Research Study Number 81-5. ED 200 294
- Goldberg, Melvin**
Title VII Bilingual Bicultural Program. Community School District 5. Evaluation Report, 1979-1980. ED 200 702
- Goldhor, Herbert**
What Influences Public Library Adult Patrons to Choose the Books They Borrow. ED 200 191
- Goldin, Laurence A.**
Comparisons of Selected Instructional Television Networks: Programming, Management, and Funding Models. ED 200 190
- Goldstein, Jane**
How to Develop and Write a Case for Technical Writing. ED 199 724
- Goodall, Richard L.**
Marketing Post-Secondary Education in the U.S.A. ED 200 117
- Gordon, Barbara J. A., Comp.**
Resource Notebook. ED 199 912
- Correll, Donna K.**
Defining the Basic Writing Student by Count. ED 199 725
- Goss, Sandra Schweighart**
Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies. ED 200 520
- Gourley, Robert N.**
Competency Based Education Program. Final Report, June 1, 1978-November 30, 1979. ED 199 892
- Gove, Mary K.**
Conceptual Frameworks of Reading Held by Teachers. ED 199 641
- Gracie, William J., Jr.**
Directing Freshman English: The Roles of Administration in Freshman English Programs. ED 199 711
- Grant, D. R. B.**
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume I: Literature in Retrospect. ED 200 312
Living Conditions of Some Basic School Children: Pointers to Disadvantage. ED 200 313
- Gray, Dianne Elaine**
The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment. ED 200 334
- Gray, G. Susan**
Guidebook for Vocational Education for the Handicapped. Revised. ED 199 522
- Green, Dorothy E.**
Teenage Smoking: Immediate and Long-Term Patterns. ED 199 628
- Green, Kathy**
Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety. ED 200 633
- Green, Kenneth C.**
The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education. ED 200 083
- Green, Leon**
The Reformulated Model of Learned Helplessness: An Empirical Test. ED 199 591
- Greenbaum, Howard H.**
Organizational Communication Research: An Exploratory Application of a Conceptual Model for an Organized Knowledge Base. ED 199 919
- Greene, Jane G.**
A Study of How Restrictive Rental Practices Affect Families with Children. ED 200 328
- Greenfield, Patricia Marks**
Why Do Children Say What They Say When They Say It? An Experimental Approach to the Psychogenesis of Presupposition. ED 200 008
- Greenway, Philip A.**
Portrayals of Teacher Development. ED 200 600
- Gregory, Judi A.**
Utilization of Marketing Techniques in California Community Colleges. ED 200 295
- Griffith, Joe H.**
Teacher's Guide for Balloons and Gases. ED 200 391
- Grigg, Charles M.**
Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System. ED 200 687
- Grinstead, Kenneth**
The Michigan Teacher and Tenure. A Study of The Michigan Teachers' Tenure Act 1980. ED 199 821

Author Index

Gross, Raymond C.

The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance.

ED 200 162

A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee.

ED 200 161

Grosse, Philip

Le Golf, El Golf, and Le Baseball.

ED 200 045

Groves, D. L.

Some Important Considerations in the Development of a Camping Program for Special Education Audiences.

ED 200 377

Gue, Leslie R.

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

Guerrero, Frank Jose

Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80.

ED 200 693

Guskey, Thomas R.

Differences in Teachers' Perceptions of the Causes of Positive Versus Negative Student Achievement Outcomes.

ED 200 624

The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement.

ED 200 629

Guthrie, James W., Ed.

School Finance Policies and Practices. The 1980s: A Decade of Conflict.

ED 199 927//

Haack, John T., Comp.

Media Ideas Handbook.

ED 200 241

Haag, Kimberley

Common Solutions for the Uncommon Child.

ED 199 941

Haen, Joseph

Program Evaluation. Handbooks for Experience-Based Career Education.

ED 199 465

Haering, Franklin C.

School Safety Handbook. A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23.

ED 199 806//

Haffey, Nancy A.

A Conceptual Model of Integrated Child and Family Therapy.

ED 199 577

Hagood, Richard A.

Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979.

ED 200 344

Haupt, Mildred

Support for Student Teacher Stress.

ED 200 545

Halisky, Nicholas L.

An Investigation of Staff Development Programs Addressing the Problem of Staff Non-Productivity in the Classroom.

ED 200 258

Hall, Eugene R.

Structured Interview Methodology for Collecting Training Feedback Information.

ED 199 537

Hallworth, H. J.

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future.

ED 200 187

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. Executive Summary.

ED 200 188

Hammond, Janice

Managing Teacher Stress and Burnout.

ED 200 522

Hammond, Sandra B.

Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978. Final Report.

ED 200 012

Hammond, William, Comp.

Competency-Based Adult Education Bibliography.

ED 199 571

Hannafin, Michael J.

Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose.

ED 199 691

Hansell, Stephen

Teacher Race and Expectations for Student Achievement.

ED 200 659

Hansen, Cheryl L., Ed.

Expanding Opportunities: Vocational Education for the Handicapped.

ED 199 949

Hanson, Earl

Increasing Reading Rates—Consideration of Physiological Limitations and Suggestions for Teaching.

ED 199 670

Hantula, James

Basic Skills in Asian Studies: China. Service Center Papers on Asian Studies, No. 13.

ED 200 493

Basic Skills in Asian Studies. Service Center Papers on Asian Studies, No. 14.

ED 200 494

Modernization and Japan: A Two-Week Unit for High School Social Studies. Service Center Papers on Asian Studies, No. 10.

ED 200 491

Harder, David W.

Life Events and Two-Year Outcome in Schizophrenia.

ED 199 596

Haring, Norris G., Ed.

Expanding Opportunities: Vocational Education for the Handicapped.

ED 199 949

Harman, Grant

Reassessing Research in the Politics of Education.

ED 199 822

Harootunian, Berj

Teachers' Conceptions of Their Own Success. Current Issues.

ED 200 518

Harris, Buck

The Adventure Book—A Curriculum Guide to School Based Adventuring with Troubled Adolescents.

ED 200 381

Harris, Nancy C.

Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.

ED 199 618

Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.

ED 199 617

Hartwell, Patrick

Writers as Readers.

ED 199 701

Harvey, Beth, Ed.

Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187.

ED 199 631

Herrmann, Douglas J.

319

Harward, Lucy E.

A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination.

ED 199 843

Hauselman, A. J., Ed.

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80.

ED 200 262

Haviland, Virginia

The Best of Children's Books, 1964-1978.

ED 199 754

Hawkins, Joseph

Short-Term Effects of Human Relations Training (HR-17): A Pre Post Comparison Group Evaluation Study.

ED 200 664

Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study.

ED 200 665

Hawley, John B.

American Higher Education in 1975 and 1976: The Academy's Response to Continuing Kondratieff Recession as Reported in "The Times Higher Education Supplement" (London).

ED 200 169

Haynes, Suzanne G., Ed.

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977).

ED 199 587

Hayward, Gerald C.

Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.

ED 200 259

Heath, Phillip A.

Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Reference and Resource Series.

ED 200 512

Heebink, William B.

Elementary Map and Globe Skills Program.

ED 200 482

Helder, William

The Governance Structure of the Lansing (Michigan) Staff Development Policy Board.

ED 200 580

Helge, Doris

National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act.

ED 200 385

Henderson, Cathy

Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs.

ED 200 158

Henkins, Kathryn

Writing: Different Motivational Approaches.

ED 199 695

Henning, Wolfgang

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.

ED 200 079

Henry, David

Once More, With Feeling: Reagan and "The Speech" in 1980.

ED 199 777

Herman, Edward

Samuel Eliot Morison: The Man, the Historian, the Literary Artist and the Educator.

ED 200 458

Herrmann, Douglas J.

Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.

ED 200 609

Herrscher, Barton R.

Competency-Based Education: An Overview.
ED 200 268

Herwig, Julia, Ed.

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.
ED 199 991

Hettich, Paul

A Survey of the Similarities and Differences Between Continuing Education and Younger Students.
ED 200 167

Hidi, Suzanne

Plausibility Versus Logical Necessity in Children's Verbal Reasoning.
ED 200 303

Hietala, David A.

Production Scheduling for Rehabilitation Workshops.
ED 199 539

Hill, Robert R.

Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980 Administration.
ED 200 332

Hillis, Arthur L.

Student Development/Classroom Collaboration.
ED 200 288

Hinely, Reg

A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms.
ED 200 534

Hirschfeld, Rafael

Eye Movement Instrumentation for Reading Research.
ED 200 622

Hitt, Valeria

Creating a Mini Book Review Journal.
ED 200 536

Hodal, Frank

Humane Education: The Status of Current Research and Knowledge. Special Report.
ED 200 471

Hodges, Carol A.

The Transition from Student of Reading Methods to Teacher of Reading.
ED 200 547

Hoetker, James

A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination.
ED 199 843

Hole, F. Marvin

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.
ED 199 378

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16.
ED 199 380

Holloway, Dale W.

Cohesion in English: A Key to the Way Our Culture Thinks?
ED 199 726

Holmes, Betty

Testing a Hierarchical Model of Word Identification.
ED 199 685

Hord, Shirley M.

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.
ED 200 589

Horne, Marcia D.

Assessment of Classroom Status: Using the Perception of Social Closeness Scale.
ED 200 616

Horowitz, Jonathan

Two Constraints to Utilization at the School Level.
ED 199 825

Horton, Hazel T.

Defense Technical Information Center Referral Data Bank Directory.
ED 200 256

Horvath, Ronald J., Ed.

Recruitment, Retention, Attrition Project.
ED 200 297

Hotchkiss, H. Lawrence

Career Planning Support System. A Report.
ED 199 439

House, Julianne M.

Theoretical Aspects of Translation.
ED 200 043

Houston, Linda S.

Technical Writing Practically Unified through Industry.
ED 199 709

Howard, Susan

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?
ED 200 097

Howe, Trevor G.

National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23.
ED 200 443

Hruska, Thomas J.

Teaching Literature in Prison—Or Confessions of a Neo-Pragmatist.
ED 199 703

What Do You Expect, We're All Crooks.
ED 199 702

Hu, Howard, Ed.

Occupational and Environmental Health: A Resource Guide for Health Science Students.
ED 199 449

Huffman, John L.

Toward a Theory of the First Amendment Rights of Children.
ED 199 767

Hughes, Herschel, Jr.

Structured Interview Methodology for Collecting Training Feedback Information.
ED 199 537

Hull, William H.

Can Research Help Mentally Handicapped Learners Explore Careers?
ED 199 541

Hultsman, John T.

Camp Unit Design Guidelines.
ED 200 513

Humphries, Rhett S.

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.
ED 200 374

Hunter, Jacqueline

CAUSE Grant SER77-06227. Final Report.
ED 200 075

Hunter, Susanne M.

Survey of Secondary School Perceptions. Research Report.
ED 199 893

Husby, P. J.

Declining Enrolments in Manitoba's Public Schools: Issues and Information.
ED 199 842

Husen, Torsten

Teacher Training and Student Achievement in Less Developed Counties. World Bank Staff Working Paper No. 310.
ED 199 811

Hutchison, Ira W.

Socialization and Family Violence.
ED 199 615

Hyland, Anne M.

The Ohio School Library/Media Test and Manual.
ED 200 240

Imber, Michael

Increased Decision Making Involvement for Teachers: Ethical and Practical Consideration. Revised.
ED 199 826

Ingersoll, Gary M.

Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.
ED 200 520

Ingram, Cregg F.

Preservice Field-Based Teacher Training in Special Education.
ED 200 577

Ingvarson, Lawrence

Portrayals of Teacher Development.
ED 200 600

Irizarry, Ruedie A.

Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980.
ED 200 700

Irwin, Glenn, Ed.

In Search of the "Write" Way.
ED 199 713

Israel, William I., Ed.

Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute.
ED 199 831

Iwataki, Linda Miya

Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.
ED 200 653

Jablonn, Raymond

A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting.
ED 200 277

Jackley, Janet P.

Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs.
ED 200 158

Jadot, Jean

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report.
ED 200 165

Jakimik, Jola

The Influence of Spelling on Speech Perception.
ED 199 697

James, Sharon L.

Talking with Your Child: A Manual for Parents.
ED 200 329

Janoff-Bulman, Ronnie

Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.
ED 199 580

Jean, Lorraine A.

Introducing the College-Bound Student to the Academic Library: A Case Study.
ED 200 236

Jean, Paula J.

Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs.
ED 200 637

Jellison, Holly M., Ed.

Interface in Retrospect, 1978-1980.
ED 200 289

Jenkins, Joseph R.

Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.
ED 199 992

- Jenkins, Linda M.**
Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.
ED 199 992
- Jenkinson, Edward B.**
Forty Targets of the Textbook Protesters.
ED 199 716
- Johns, Ann M.**
Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing.
ED 200 060
- Johnson, Eric W.**
Trustee Handbook. Fourth Edition.
ED 199 830
- Johnson, Lynn G., Ed.**
Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. I.
ED 199 387
- Johnson, Maggie**
Tillamook's Learning Disabilities Program for Secondary Students. OSSC Bulletin, Vol. 24, No. 5.
ED 199 889
- Johnson, Maniza A.**
Significant Inservice Delivery System Designs for Geographically Isolated School Personnel.
ED 200 569
- Johnston, J. Howard, Ed.**
Middle School Research: Selected Studies 1977-79.
ED 199 819
- Jones, H. A.**
Adult Literacy. A Study of Its Impact.
ED 199 473
- Jones, Kelsey A.**
The Baccalaureate Degree Program at INTER-/MET.
ED 200 174
- Jones, Ron**
We Killed Them: Trials and Tribulations of a Special Olympic Basketball Team.
ED 199 952
- Jones, Vernon A.**
Centres of Excellence in British Universities.
ED 200 076
- Joshi, K. L.**
Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization.
ED 200 145
- Juel, Connie**
Testing a Hierarchical Model of Word Identification.
ED 199 685
- Juelich, Mike**
Private Sector Training of the Economically Disadvantaged: Key Elements of Success.
ED 199 477
- Kailin, Clarence S.**
Black Chronicle: An American History Textbook Supplement. Revised.
ED 200 506
- Kalb, Laura S.**
Effects of Outcome Knowledge and Content on Supervisors' Judgments.
ED 199 607
- Kamil, Michael L., Ed.**
Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference.
ED 199 651
- Kamm, Steven D.**
Micro-Computer Tutorial Assistance Project.
ED 200 284
- Kaplan, Leslie S.**
Using Developmental Loss Workshops in the Classroom.
ED 199 593
- Karlin, Andrea**
- The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians.
ED 199 650
- Kaser, Joyce**
Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.
ED 199 482
- Kasten, Katherine**
The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.
ED 199 925
- Katz, Marilyn**
A Critique of Readers as Models for Composition.
ED 199 727
- Katz, Sheldon F.**
Curriculum Innovation: Teacher Commitment, Training, and Support.
ED 200 546
- Kaufman, Norman**
Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3.
ED 200 086
- Kay, Richard**
Career Planning for the Educator: Validating Current Career Development Theories.
ED 200 570
- Kazlow, Carole**
Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980.
ED 200 695
- District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980.
ED 200 696
- Keaton, Laurie**
Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy.
ED 200 373
- Kemmis, Stephen**
Action Research in Retrospect and Prospect.
ED 200 560
- Program Evaluation in Distance Education: Against the Technologisation of Reason.
ED 200 488
- Kenkel, William F.**
Factors Affecting the Life Plans of Low-Income Rural Youth.
ED 200 371
- Kennedy, Gail**
Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts.
ED 200 235
- Keppler, Mark**
Private Sector Training of the Economically Disadvantaged: Key Elements of Success.
ED 199 477
- Kidwell, Clara Sue**
The Status of Native American Women in Higher Education.
ED 200 364
- Kincaid, J. Peter**
Computer Aided Authoring and Editing. Technical Note 1-81.
ED 200 247
- King, Barbara**
The Writing Center and the Library: Teaching the Research Paper.
ED 199 707
- King, Kathryn L.**
BRS Mini-Manual: A Brief Guide to User Commands.
ED 200 220
- King, Margo R.**
The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.
ED 200 083
- King, Richard G., Jr.**
Conservation and Preservation Programs for the University of California Libraries: Problems, Programs, and Costs. RR-80-2.
ED 200 221
- Environmental Control for Regional Library Facilities. RR-80-3.
ED 200 222
- A Guide to the Literature on Deterioration, Conservation, and Preservation of Library Material. RR-81-1.
ED 200 223
- Kinnear, D. H.**
The Planning and Implementation of an Australian TAFE Clearinghouse System.
ED 199 553
- Kinney, Thomas D., Ed.**
Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition.
ED 200 427
- Kinoshita, Yoshiko**
Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.
ED 199 704
- Kise, Joan Duff**
Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations.
ED 200 573
- Kiyak, Havva Asuman**
Person-Environment Congruence in Residences for the Elderly.
ED 199 575
- Klenke, William**
School Climate and Decision Participation: Baseline Data for the Studies of Implementation.
ED 199 924
- Klingensmith, Robert, Ed.**
Foreign Language Framework for California Public Schools: Kindergarten through Grade Twelve.
ED 200 040
- Knorr, Cynthia L.**
A Synthesis of Homework Research and Related Literature.
ED 199 933
- Koble, Daniel E., Jr.**
Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont.
ED 199 382
- Kohr, Richard L.**
Correlates of Reading and Writing Achievement.
ED 199 642
- An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment.
ED 200 627
- Konek, Carol W.**
Design for Equity: Women and Leadership in Higher Education.
ED 200 124
- Kong, Shiu L.**
Effects of Collective Bargaining on Teacher-Board Relationship.
ED 199 922
- Korpi, Barbara, Comp.**
Materials for Teaching Adult Functional Literacy in North Dakota: Annotated Bibliography. Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health.
ED 199 479
- Koss, Mary P.**
The "Unacknowledged" Rape Victim.
ED 199 590
- Kossan, Nancy E.**
Children's Communication of Basic Level and Subordinate Level Semantic Contrasts.
ED 199 690

Kovach, Kenneth Julius

With Roots Entwined: Intergroup Relations in Urban Ethnic America.

ED 200 677//

Kowle, Carol P.

Research Utilization Through Knowledge Transformation: A Programmatic Application of Theory.

ED 199 560

Krajewski, Robert J.

The Beginning Teacher: A Practical Guide to Problem Solving.

ED 200 565

Kreitlow, Burton W.

Examining Controversies in Adult Education.

ED 200 100//

Kreps, Gary L.

Communication Education in the Future: The Emerging Area of Health Communication.

ED 199 789

Kreutzer, Jeffrey S.

Information About Alcohol Consumption as a Determinant of Responsibility Attributions.

ED 199 574

Kromkowski, John A.

Conceptual Considerations of Ethnicity: Past, Present, and Future.

ED 200 678//

Krull, Judy M.

Design and Implementation of an Effective Drama Unit for Middle School/Junior High.

ED 199 795

Kuczaj, Stan A., II

The Ontogenesis of Hypothetical Reference.

ED 200 010

Kuropas, Myron B.

Intergovernmental Relations and Ethnicity.

ED 200 685//

LaBrecque, Suzanne V.

Creating Change.

ED 199 567

Lachman, Susan

Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980.

ED 200 695

District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980.

ED 200 696

Lafferty, Bill R.

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979.

ED 199 393

Lally, Tim D. P., Ed.

Journal of Advanced Composition, Volume 1, Number 1.

ED 199 743

Lam, Y. L. Jack

Effects of Collective Bargaining on Teacher-Board Relationship.

ED 199 922

Lamb, Pose

Segmentation Skills of Young Children.

ED 200 339

Lambrecht, Judith J.

Lambrecht Shorthand Aptitude Test and Teacher's Manual.

ED 200 641

Lampert, Seymour

A Solar Energy Curriculum for Elementary Schools, Kindergarten Through Grade Six. Field Test Copy.

ED 200 450

Lane, Shelley D.

Empathy and Assertive Communication.

ED 199 793

Laughlin, J. Stanley

Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.

ED 200 175

LaVeck, Beverly

Minor Anomalies and Behavior in Different Home Environments.

ED 200 335

Lawlor, Joseph

Current Books on Composition: Some Reviews.

ED 199 759

Leake, John Ben

Excellence At a New Level for Teacher Education.

ED 200 578

LeDuc, Albert L., Jr.

Personnel Retention in the College and University Information Systems Environment.

ED 200 273

Leeds-Hurwitz, Wendy

The Use and Analysis of Uncommon Forms of Address: A Business Example.

ED 200 049

Leehey, Susan Cohen

Up Front: The Acquisition of a Concept and a Word.

ED 200 007

Lehtonen, Jaakko, Ed.

Papers in Discourse and Contrastive Discourse Analysis. Jyväskylä Contrastive Studies, 5. Reports from the Department of English, University of Jyväskylä, No 6.

ED 200 064

Lenning, Oscar T.

Student Retention Strategies. AAHE-ERIC/-Higher Education Research Report No. 8, 1980.

ED 200 118

Leonard, Rebecca

Managerial Styles in Academe: Do Men and Women Differ?

ED 199 794

Leslie, Peter M.

Canadian Universities 1980 and Beyond. Enrolment, Structural Change and Finance.

ED 200 066

Levenstein, Aaron, Ed.

Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th, New York, New York, April 1980).

ED 200 112

Levin, Tamar

Effective Instruction.

ED 200 572

Levine, Arthur

A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay.

ED 200 298

LeVine, Elaine

New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons.

ED 200 351

Levitan, Sar A.

The Unemployment Numbers Is the Message. Occasional Paper No. 38.

ED 199 432

Lewis, E. Glyn

Research Survey of Bilingualism and Bilingual Education in the Soviet Union.

ED 200 035

Li, Ting-Kai, Ed.

Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2.

ED 200 559

Lichtenstein, Edward H.

Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197.

ED 199 668

Liddell, Marian Beth, Comp.

AACTE State Associations and Public Law 94-142.

ED 200 583

Lide, Francis

Sentence Combining and Error Reduction.

ED 199 694

Lienemann, William H.

Collective Bargaining in Higher Education Systems: A Study of Four States.

ED 200 183

Lim, Ho-Peng, Comp.

UCLA Graduate Theses in English as a Second Language, 1969-1978.

ED 200 055

Lindquist, Jack

Strategies for Change.

ED 200 113

Lindsey, William L.

Structuring an Adult Learning Environment.

ED 199 658

Linsley, Laurie S.

Florida Interlibrary Loan Improvement Project. Final Report.

ED 200 209

Lipinski, Hubert, And Others

Supporting Task-Focused Communication.

ED 199 780

Lockwood, G.

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.

ED 200 078

Lofgren, Horst

A Bilingual Model for the Teaching of Immigrant Children.

ED 200 325

Lofquist, Lloyd H.

Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.

ED 199 441

Lohmeier, Barbara

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.

ED 199 983

Human Service Technician Project. Final Project Report, June 1978-May 1980.

ED 199 982

Lombardo, Bennett J.

The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers.

ED 200 528

Long, Maxine M., Ed.

Focus on Literature.

ED 199 714

Long, Ruth

Effective Instruction.

ED 200 572

Lopata, Helena Znaniecka

Euro-Ethnic Families and Housing in Urban America.

ED 200 679//

Lounsbury, John H.

The Middle School in Profile: A Day in the Seventh Grade.

ED 199 817

Lulow, Roger J.

Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools.

ED 200 529

Lumsden, Alec

Determinants of Self-Centered Judgments of Responsibility in Group Settings.

ED 199 600

Author Index

- Lundstrom, Karen V.**
Measuring Attitude Change Toward Special Needs Learners. Final Report.
ED 200 539
- Lynch, Michael L.**
Student Affairs in the 1980s: A Decade of Crisis or Opportunity?
ED 199 610
- Lyon, Betty Clayton**
An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies.
ED 200 439
- MacCorquodale, Patricia**
Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.
ED 200 354
Psycho-Social Influences on the Accomplishments of Mexican-American Students.
ED 200 355
- MacKay, Carol Hanbery**
Sequencing and Branching: Implications for Theory and Practice.
ED 199 708
- Mackey, Charles C., Jr., Ed.**
Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980).
ED 200 581
- MacLean, Margaret**
Considering Construct Validity in Incomplete Text Research.
ED 199 637
- Madden, Margaret E.**
Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.
ED 199 580
- Madden, Mary A.**
British Columbia Library Network: A Study of Feasibility. Revised.
ED 200 203
The DOBIS and Washington Library Network Systems: A Comparison of the British Columbia Library Network. Revised.
ED 200 204
- Madras, S.**
Futures Research: Financial Planning. Research Report.
ED 199 894
- Maffeo, Patricia A.**
Sex Roles and Psychotherapy: Research Bases for Models of Health.
ED 199 599
- Magisos, Joel H.**
Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory.
ED 199 560
- Mahan, James M.**
Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project.
ED 200 390
- Maimon, Elaine, Ed.**
Comprehensive Writing Programs.
ED 200 172
- Malfetti, James L.**
The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."
ED 200 322
- Manion, U. Vincent**
Preretirement Education and Counseling.
ED 199 611
- Manus, Lee Aura**
Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation.
ED 200 094
- Markle, Glenn, Ed.**
Middle School Research: Selected Studies 1977-79.
ED 199 819
- Marshall, Sandra P.**
Sex Differences in Sixth Grade Children's Problem Solving.
ED 200 649
- Marsland, David**
Victims of Myth: The Situation of Rural Youth in Britain.
ED 200 368
- Martin, Barbara**
Materials Processing: Centralized Versus the Individual School, A Continuing Controversy.
ED 200 242
- Martin, Carolyn**
Practical Parenting Instructional Code. Revised Edition.
ED 200 323
- Martin, Peter H.**
Profile Of A Rural Teachers' Center. Teachers' Center Exchange. Occasional Paper No. 2.
ED 200 603
- Martin, Vicky Gordon**
Organization Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors.
ED 199 800
- Martin, William C.**
Science Fiction as Social Movement: Ideology and Resource Mobilization in Cultural Production and Reproduction.
ED 200 485
- Martinez, Gloria E.**
Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978.
ED 199 511
- Martray, Carl**
A Collaborative Involvement Strategy for Educational Improvement.
ED 200 576
Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591
- Mason, Betty O.**
Meeting Student's Needs: A Promising Innovation.
ED 200 558
- Mason, Jana M.**
Prereading: A Developmental Perspective. Technical Report No. 198.
ED 199 659
- Mason, Robert P.**
Recommendations for Mathematics Education: Final Report of the Mathematics Task Force.
ED 200 405
- Mathes, J. C., Comp.**
Technical Writing: Past, Present, and Future.
ED 199 733
- Mathis, Emily Duncan**
Grant Administration Manual for Title III Coordinators.
ED 200 072
- Matthews, Joseph**
Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California).
ED 200 254
- Maxwell, G. W.**
New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.
ED 199 526
- Maxwell, Jan**
A Common Sense Communication Almanac: A Guide for Regular and Exceptional Educators Who Work with Exceptional Children.
ED 199 968
- McKenzie, Hope Bussey** 323
- May, Ruth Graham**
Adult Cognitive Development A La Piaget.
ED 199 472
- Mayer, Rudolf A. M.**
Documentation and Information in Youth Research.
ED 200 367
- Mayer, Victor J., Ed.**
Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.
ED 200 452
- Maynadier, Elisabeth de**
Le monde francophone (The Francophone World).
ED 200 026
- Mazzotta, Louis M.**
The Effects of Review Questions and Review Concepts on Retention in a Personalized System of Instruction Class.
ED 200 114
- McBride, James R.**
Adaptive Mental Testing: The State of the Art.
ED 200 612
- McCarrey, Leon R.**
Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/Community Service Task Force...Master Plan for Lifelong Learning.
ED 200 168
- McCleary, William J., Ed.**
Focus on Literature.
ED 199 714
- McComas, James D.**
A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities.
ED 200 067
Higher Education in the Eighties.
ED 200 068
- McConkie, George W.**
Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.
ED 199 664
Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.
ED 199 665
- McCormack, Sammie**
One School's Positive Action Plan.
ED 200 375
- McCormick, Fred C.**
An Overview of Articulation Efforts in Vocational Education: Implications for State Planning.
ED 199 558
- McCormick, Sandra**
Reading Aloud to Pre-Schoolers Age 3-6: A Review of the Research.
ED 199 657
- McCourt, Kathleen**
Euro-Ethnic Women: Some Observations.
ED 200 681//
- McCroskey, James C.**
Oral Communication Apprehension: Reconceptualization and a New Look at Measurement.
ED 199 788
- McCully, James S., Jr., Comp.**
Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.
ED 199 552
- McDonald, Scott C.**
School System Response to Planned Interventions to Reduce Sex Bias.
ED 200 511
- McIntyre, Diane H.**
The National Diffusion Network: A Network Assisting Schools to Adopt Exemplary Programs.
ED 200 639
- McKenzie, Hope Bussey**
Mainstreaming the EFL Student into the American College or University.
ED 200 023

McKeough, William, Ed.

Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.

ED 200 081

McKinney, Floyd L., Ed.

Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187.

ED 199 431

McNeal, Donald R.

Preparing Students for Their Initial Patient Encounter—An Innovative Approach.

ED 200 185

McNinch, George H., Ed.

Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference.

ED 199 630

McPherson, Carolyn

Classroom Reading Performance of Children in Relationship to Age Differences within Grades.

ED 199 671

McQuitty, Jeanette N.

Muskegee Community Analysis: A Study of the Community of Muskegee, Oklahoma, and the Muskegee Public Library with Recommendations for the Library.

ED 200 237

Meadow, Kathryn P.

Self-Concept, Self-Esteem and Deafness: Research Problems and Findings.

ED 199 603

Melcher, John

A Review of Assessment Instruments and Procedures for Young Exceptional Children.

ED 199 987

Mele, Joseph C.

University of South Alabama Dialect Tape Center: Audio Tape Resources.

ED 199 782

Melville, Robert S., Ed.

Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition.

ED 200 427

Melvin, Emily A.

Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent.

ED 200 384

Merchant, Ronald

Combining Basic Business Math and Electronic Calculators.

ED 200 274

Desk Top Computers.

ED 200 275

Merski, J. E.

Some Important Considerations in the Development of a Camping Program for Special Education Audiences.

ED 200 377

Mertens, Donna M.

The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202.

ED 199 435

Merz, Harold

Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs.

ED 199 392

Michael, Gordon

Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20.

ED 200 343

Michener, R. Dean

Automating Exams for a Statistics Course: II. A Case Study.

ED 200 619

Midgley, Thomas Keith

Display and Presentation Boards.

ED 200 195

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number I—Basic Techniques.

ED 200 197

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number II—Advanced Techniques.

ED 200 198

Suggestions for Designing Learning Activity Packets, Instructional Systems, and Other Self-Instructional Strategies.

ED 200 196

Miguel, Richard J.

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

ED 199 430

Milanovich, Norma

A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools.

ED 200 662

Miles, William R., Ed.

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ED 200 517

Miller, Arthur G.

Impression Formation and the Attribution of Attitudes: A "Sleepier" Effect?

ED 199 604

Memory Processes and the Integration of Attitudinal and Behavioral Information.

ED 199 605

Miller, Cynthia A.

From Speech to Writing: A Rehearsal Model.

ED 199 735

Miller, James R.

A Knowledge-Based Model of Prose Comprehension: Applications to Expository Texts.

ED 199 673

Miller, Max

Pragmatic Conditions on Learning How to Refer to Localities.

ED 200 009

Miller, Wallace D., Ed.

Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference.

ED 199 630

Mills, Marlene

The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth.

ED 199 598

Mills, Patricia L.

Integrating Clinical Experiences Throughout the Preservice Curriculum.

ED 200 568

Minugh, Carol J.

Analysis of Key Federal Legislation Affecting Vocational Education for Indians.

ED 199 390

Mire, Kathryn

For Parents Only: Learning Packets to Aid Understanding of Specific Learning Disabilities and Parental Rights.

ED 199 945

Mitchell, Myrna L.

Mathematics in an Individualized Self-Paced Format.

ED 200 287

Mitchell, Terence R.

Effects of Outcome Knowledge and Content on Supervisors' Judgments.

ED 199 607

Mockovak, William P.

The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance.

ED 199 561

Modisette, Laura J.

Can Research Improve Career Guidance Programs in Rural Schools?

ED 199 542

Moe, Alden J., Ed.

Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference.

ED 199 651

Molina, Carmen Eneida, Ed.

Dona Ana No Esta Aqui. Sexto Modulo de una Serie para Maestros de Escuela Elemental (Dona Ana Isn't Here. Sixth Module of a Series for Elementary School Teachers).

ED 200 691

Ideas, Creencias, Actitudes. Primer Modulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes. First Module of a Series for Elementary Teachers).

ED 200 688

Por Que Rosa No Es Valiente? Cuarto Modulo de una Serie para Maestros de Escuela Elemental (Why Isn't Rosie Brave? Fourth Module of a Series for Elementary School Teachers).

ED 200 690

Viva La Diferencia! Segundo Modulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers).

ED 200 689

Monroe, Margaret E.

Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper.

ED 200 231

Montes, Celedonio

Student and Parent Rights in Public Education.

ED 199 891

Montgomery, Herbert

Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).

ED 200 445

Montgomery, Mary

Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).

ED 200 445

Moreno, Carlos

Folklore de Mexico (Folklore of Mexico).

ED 200 350

Morgan, Argiro Louchis

Children's Inferential Comprehension of Pragmatic Causal Relations in Reading.

ED 199 689

Morgan, Colin

Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.

ED 199 383

Morrell, L. R.

Financial Energy Conservation Projects at Independent Colleges and Universities.

ED 200 153

Morris, Barbara R.

A Report on the Festival of Children's Programming (Montreal, Quebec, Canada, October 16-18, 1977).

ED 200 200

Morris, Cathy

A Summary of Standards of Academic Progress Categories by Ethnic Category; Closing Fall Term, 1980-81. Research Report No. 81-02.

ED 200 263

Morris, Richard, Comp.

Working Papers: Community Councils.

ED 199 918

Morrison, William

Good Schools for Middle Grade Youngsters: Characteristics, Practices, and Recommendations.

ED 199 816

Author Index

Morse, Betty R.

Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.

ED 199 463

Mortensen, Knud

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency.

ED 200 349

Morton, Gerald W.

Teaching Graduate Students to Teach Composition: The University of Tennessee.

ED 199 730

Morton, Margaret

Mainstreaming in Business Education. Monograph 135.

ED 199 438

Moyers, Joyce K.

The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.

ED 199 739

Munz, Larry M.

Health Careers Curriculum Modules.

ED 199 525

Murphy, Bruce

Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1.

ED 199 476

Murphy, Lois Barclay

On Coping and Change. The Catherine Molony Memorial Lecture (City College, New York, New York, April 26, 1980).

ED 200 667

Myers, Mildred S.

Written Communication at the Managerial and Technical Levels: A Case Study. Working Paper 413.

ED 199 749

Natarajan, V.

Monograph on Grading for Universities.

ED 200 146

Monograph on Semester System for Universities.

ED 200 147

Naylor, David T.

Learning About Law. A Law-Related Instructional Unit for Children in Grades 5 and 6.

ED 200 501

Learning About Responsibilities. A Law-Related Instructional Unit for Children in Grades 5 and 6.

ED 200 502

Responsibility and You. A Law Related Unit for Grades 2 and 3.

ED 200 504

Rules, Rules, Rules. A Law Related Unit for Grades 2 and 3.

ED 200 503

Nazzaro, Jean N., Ed.

Culturally Diverse Exceptional Children in School.

ED 199 993

Neal, Richard G.

Bargaining Tactics. A Reference Manual for Public Sector Labor Negotiations.

ED 199 897//

Neal, Robert B.

The Effect of Group Counseling and Physical Fitness Programs on Self-Esteem and Cardiovascular Fitness.

ED 200 531

Nehrt, Roy C.

Private Schools in American Education.

ED 200 389

Neidich, Robert

Bilingual Program Project SELL. Final Report.

ED 200 698

Nelson, Charles A.

Infants' Perception of Visual Movement: A Review and Theoretical Analysis.

ED 200 321

Nesbitt, Laura Stokes

Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review.

ED 200 059

Neumann, Peter H.

Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398.

ED 199 812

Nevid, Jeffrey S.

Training in Evaluation Research: The Perspective From a Department of Psychology.

ED 199 578

Newton, Robert R.

An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process.

ED 200 087

Ney, James W.

Sentence Combining: Everything for Everybody or Something for Somebody.

ED 199 753

Nicklas, Willis L.

Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation.

ED 200 537

Nielsen, Richard P.

Developing a Comprehensive Cooperative Education Program: Building a Consensus.

ED 199 515

Nies, Joyce I.

Creating Change.

ED 199 567

Nieto, Sonia

Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher.

ED 200 062

Nir-Janiv, Nechama

Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.

ED 200 336

Noble, Elizabeth

Path Analysis of Variables Associated with CETA Training Program.

ED 199 436

Nolan, Richard D.

Community-Based Ethnic Heritage Studies Program. Final Report.

ED 200 483

Nossen, Robert, Ed.

The Retention Committee, University of Pittsburgh. A Report to the Provost.

ED 200 178

Novak, John A.

An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students.

ED 200 447

Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science.

ED 200 448

Novak, John A., Ed.

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).

ED 200 400

Novak, Joseph D.

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

Nystrom, Lois J.

1980 Multi-Media Evaluation Report.

ED 200 245

Paddock, Susan C.

325

O'Connell, Jr., Joseph D.

Assuring the Future: A Diplomat's Concerns.

ED 200 470

O'Hare, Judith Knight

New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.

ED 199 526

O'Neil, Bryan L.

Business Department Chairperson: An Administrator or a Teacher?

ED 200 181

O'Shea, David W.

The Experience of Teacher Training. A Case Study.

ED 200 588

O'Toole, C. P.

Contingency Planning. Technical Assistance Bulletin 35.

ED 199 880

Odum, Helen P.

Integrating Writing Into the Elementary Language Arts Curriculum: Let's Put Writing In Its Place.

ED 199 744

Ogletree, Earl J.

Finger Mathematics: A Method for All Children.

ED 200 422

A Survey of Student Rights in a Public and Alternative High School.

ED 199 592

Olive, John

Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.

ED 199 947

Olson, Walter

Welcome to Federal U., Campus No. 1037: Regulation and Academic Freedom.

ED 200 149

Oros, Cheryl J.

The "Unacknowledged" Rape Victim.

ED 199 590

Orthner, Dennis K., Ed.

National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980).

ED 199 402

Osmond, Patrick Kevin

Teacher Assessment of Supervisory Evaluations.

ED 200 514

Ouvinen-Birgerstam, Pirjo

A Bilingual Model for the Teaching of Immigrant Children.

ED 200 325

Owens, Tom

Program Evaluation. Handbooks for Experience-Based Career Education.

ED 199 465

Oxnam, Robert B., Ed.

China Briefing, 1980.

ED 200 510

Pace, C. Robert

The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often?"

ED 200 620

Pacheco, Angel M.

La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismico Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.)

ED 200 668

Pack, Alice C., Ed.

TESL Reporter, Vol. 5, Nos. 2 and 4.

ED 200 036

TESL Reporter, Vol. 6, No. 3.

ED 200 041

Paddock, Susan C.

Leadership Theories.

ED 199 932

- On the Conduct of Site Relations in Educational Research.
ED 199 916
- Training for Planning Project. Final Report.
ED 199 886
- Padilla, Raymond V., Ed.**
Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume I.
ED 200 005
- Page, Ire Adams**
Internationalism In Children's Literature: Understanding China: Appreciating Its Literature. A Unit.
ED 199 737
- Page, Jane A.**
An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor.
ED 200 527
- Pakala, James C.**
Faculty Status and Theological Librarians.
ED 200 208
- Palomaki, Mary Jane, Ed.**
Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers.
ED 199 568
- Palumbo, Donald**
Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature.
ED 199 742
- Pankratz, Roger**
A Collaborative Involvement Strategy for Educational Improvement.
ED 200 576
- Synthesis and Interpretation of Knowledge: New Roles for University Faculty in School Improvement Programs.
ED 200 553
- Parcells, Frank E., III**
The Emergence of Mass Communication Curricula in Illinois Community and Junior Colleges.
ED 199 787
- Parelius, Robert James**
Faculty Cultures and Instructional Practices.
ED 200 179
- Parker, James C.**
Equitunity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education.
ED 199 548
- Equitunity in Vocational Education Administration: A Handbook for Women.
ED 199 547
- Parker, James T., Ed.**
The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement.
ED 199 572
- Parker, Karen**
Helping the Displaced Homemaker: One Day at a Time.
ED 199 609
- Parkhurst, Scott**
Hand-Held Calculators in the Classroom: A Review of the Research.
ED 200 416
- Parrish, William C.**
Volunteers in the Secondary School: A Valuable Resource. The Practitioner, Vol. 7, No. 2.
ED 199 898
- Pasch, Marvin**
Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability.
ED 200 182
- Pasow, A. Harry**
Education of the Disadvantaged: A Conceptual Overview.
ED 200 656
- Paulsen, Russell**
Short Term Skill Training. Alternative Approaches. Information Series No. 222.
ED 199 445

- Pawasarat, John**
Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1.
ED 199 476
- Pazour, Cassie**
Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.
ED 199 440
- Pearsall, Thomas E.**
The State of Technical Writing.
ED 199 763
- Pearson, Karl M., Jr.**
CULP (California Union List of Periodicals) 1980 User Survey Results. PN-77.
ED 200 224
- Pedersen, Paul, Ed.**
Teaching about Southeast Asia in U. S. Secondary Schools. Service Center Papers on Asian Studies, No. 11.
ED 200 492
- Pekich, John**
Instructional Television: Potentials or Problems.
ED 200 229
- Pell, Sarah W. J.**
School Law: A Generic Competency For Teachers.
ED 200 548
- Penalosa, Fernando**
Chicano Sociolinguistics: A Brief Introduction.
ED 200 013//
- Pepin, Andrew J.**
Earned Degrees Conferred 1977-78.
ED 200 154
- Perlmutter, Marion**
Development of Preschoolers' Learning, Retention, and Generalization of Concepts.
ED 200 324
- Perren, G. E., Ed.**
Foreign Languages in Education. NCLE Papers and Reports 1.
ED 200 033
- The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2.
ED 200 034
- Perry, Kathryn Senn**
Child Care Centers Sponsored by Employers and Labor Unions in the United States.
ED 200 331
- Pesqueira, Virginia, Ed.**
Reading: A New Decade and a New Challenge. Volume 3. Third Yearbook of the Arizona State University Reading Conference, 1980.
ED 199 631
- Pestle, Ruth E.**
Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.
ED 199 618
- Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.
ED 199 617
- Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.
ED 199 622
- Peters, Richard O.**
Application of the Cellular Learning Theory Model to the Professional Education of Preservice Teacher Trainees and the Inservice Training of Classroom Teachers and Supervisors.
ED 200 533
- Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System.
ED 199 836
- Peterson, Irving M., Ed.**
District-Level Plan for Conservation. Energy Conservation Guidelines 1.
ED 199 838

- Energy Conservation in School Facilities. Energy Conservation Guidelines 2.
ED 199 839
- Energy Conservation in the School Curriculum. Energy Conservation Guidelines 3.
ED 199 840
- Peterson, Jean Sunde**
Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average.
ED 199 764
- Petkau, H. P.**
Inviting Teacher Professional Growth.
ED 200 598
- Philbrick, Roger B.**
Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment.
ED 200 386
- Phillips, Ray C.**
Leadership Expectancy.
ED 199 837
- Picard, Robert G.**
Litigation Costs and Self-Censorship.
ED 199 783
- Pigg, R. Morgan, Jr., Ed.**
Selected Sources of Instructional Materials. A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education.
ED 200 552
- Pikaart, Len**
1980 Ohio Regional Conferences on Mathematics Education.
ED 200 421
- Pimsleur, Paul**
How to Learn a Foreign Language.
ED 200 038//
- Pinelli, Thomas E., Comp.**
Technical Writing: Past, Present, and Future.
ED 199 733
- Plake, Barbara S.**
A Validity Investigation of the Achievement Anxiety Test.
ED 200 636
- Plihal, Jane**
Intrinsic Rewards of Teaching.
ED 200 599
- Pollack, Steve**
Handbook of Employment Skills for Displaced Homemakers.
ED 199 516
- Ponder, Gerald**
A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms.
ED 200 534
- Pontius, Steven K.**
The Temporal Context of Adoption.
ED 200 486
- Pood, Elliott A.**
Communication Training/Consulting: A Case Study in Training Real Estate Agents.
ED 199 792
- Port, Idelle**
Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California).
ED 200 254
- Porter, William W.**
The Development and Evaluation of the Wilderness Experience Program.
ED 200 366
- Potts, Vernon R.**
Project BACSTOP Evaluation Report 1973-1974.
ED 200 346
- Povsic, Frances F.**
Teaching Media Skills: Selected Sources. Bibliographic Series No. 87.
ED 200 213

Author Index

- Powell, Glen**
A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall.
ED 199 644
- Presseisen, Barbara Z.**
Multicultural Education for Practitioners.
ED 200 477
- Price, Charles L.**
Say It With More Than Words.
ED 199 597
- Price, Megan S.**
Say It With More Than Words.
ED 199 597
- Prichard, Karen Kidd**
Problem-Oriented Parent Conferences: A Training Strategy for School Personnel.
ED 199 608
- Propp, George**
Videodisc: An Instructional Tool for the Hearing Impaired.
ED 200 227
- Proschan, Frank**
Of Puppet Voices and Interlocutors: Exposing Essences of Puppetry and Speech.
ED 200 048
- Prosser, E.**
Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.
ED 200 078
- Prows, Richard S.**
Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/-Community Service Task Force...Master Plan for Lifelong Learning.
ED 200 168
- Punke, Harold H.**
Mythology in American Education.
ED 199 935//
- Purcell, Elizabeth F., Ed.**
The Current Status and Future of Academic Obstetrics.
ED 200 151
- Purves, Alan C.**
Reading and Literature: American Achievement in International Perspective.
ED 199 741
- Pyecha, John N.**
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume I: Executive Summary. Final Report.
ED 199 970
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume III: Basic Survey Findings. Final Report.
ED 199 972
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume II: Introduction, Methodology, and Instrumentation. Final Report.
ED 199 971
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume IV: Retrospective Longitudinal Substudy Findings. Final Report.
ED 199 973
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume V: State/Special Facility Substudy Findings. Final Report.
ED 199 974
A National Survey of Individualized Education Programs (IEPs) for Handicapped Children: Follow-Up Study of the IEP Development Process. Final Report.
ED 199 975
A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report.
ED 199 976
- Radnor, Michael**
Educational Research, Development, and Innovation: The Institutionalization of Change in Education.
ED 199 937

- Raetsch, Barbara**
Short-Term Memory and Reading Related Language Patterns.
ED 199 632
- Rainey, Nancy S.**
A Common Sense Communication Almanac: A Guide for Regular and Exceptional Educators Who Work with Exceptional Children.
ED 199 968
- Ramist, Leonard**
College Student Attrition and Retention. College Board Report No. 81-1.
ED 200 170
- Ramsey, Allen**
Rhetorical Invention: Implications for Rewriting.
ED 199 728
- Rand, Earl**
The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores.
ED 199 995
- Ransone, R. K.**
Technical Snobbery Versus Clear Communicating.
ED 199 722
- Raphael, Taffy E.**
Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190.
ED 199 661
- Rasmussen, Frederick A.**
Coastal Awareness: A Resource Guide for Teachers in Elementary Science.
ED 200 453
Coastal Awareness: A Resource Guide for Teachers in Junior High Science.
ED 200 454
- Rasor, Richard A.**
Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization.
ED 200 290
- Rassweiler, Anne D., Ed.**
The Review and Proceedings of the Community College Humanities Association, Number 2.
ED 200 272
- Raymond, James C.**
Rhetoric: The Methodology of the Humanities.
ED 199 721
- Reddick, Thomas L.**
A Study of Professional Attitudes of Teachers in the Cumberland County and Putnam County Public School Systems in Tennessee.
ED 199 915
- Reed, Mary Jo**
Salaries and Related Information for Kansas School Library Media Directors in 1978-1979.
ED 200 212
- Reichelt, Paul A.**
American Public Opinion Toward Sex Education and Contraception for Teenagers.
ED 200 496
- Reifel, Stuart**
The Development of Symbolic Representation: The Case of Building Blocks.
ED 200 333
Five Views of the Child in Educational Decision-Making.
ED 200 330
- Remy, Richard**
Basic Citizenship Competencies Project. Final Report.
ED 200 459
- Rhea, Harold C.**
Nutrition Education: Selected Resources. Bibliographies.
ED 200 521
- Rhodes, Lynn K.**
Visible Language Learning: A Case Study.
ED 199 653
- Rice, Paul**
Poetry and the "Me" Generation: Democratizing the "Ars Poetica".
ED 199 750

Ross, Doris

327

- Richards, Edgar L.**
Career Education Linking Agents: Perspectives and Roles.
ED 199 452
Career Education Program Design.
ED 199 453
- Richards, James M., Jr.**
Psychosocial Environments of Black Colleges: A Theory-Based Assessment.
ED 200 660
- Richardson, Judy S.**
An Ethnographic Study of College-Aged Inefficient Readers.
ED 199 646
- Richardson, Rita**
Measuring Power Orientations of School Administrators.
ED 200 615
- Riehs, Robert J.**
An International Review of Minimal Competency Programs in Mathematics.
ED 200 438
- Riffel, J. A.**
Declining Enrolments in Manitoba's Public Schools: Issues and Information.
ED 199 842
- Rinderer, Regina**
From Speech to Writing: A Rehearsal Model.
ED 199 735
- Ringling, Dennis F.**
A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future.
ED 200 261
- Roberts, Randall L.**
University of Cincinnati, Central Library, Computerized Bibliographic Retrieval Services: Evaluative Report, July 1979-August 1980.
ED 200 253
- Rockman, Ilene F., Comp.**
BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised.
ED 200 202
- Rodgers, Raymond S.**
Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression.
ED 199 802
- Rodrigues, Raymond J.**
Censorship: A Multicultural Issue.
ED 199 751
- Roedder, Kathleen R., Comp.**
Bibliography of Books for Children.
ED 199 755
- Roemer, Danielle M.**
Interjected Routines as Metanarrative Commentary.
ED 199 996
- Rokosz, Francis M.**
A History of College Football.
ED 200 535
- Romoser, Richard C.**
Faculty Workload: Full-Time Faculty Lecture Hour Workload in the Contiguous Forty-Eight States. Management Report, Series No. 24.
ED 200 291
- Rose, Anand Bill**
People Helping People: A Facilitator's Guide and Training Module for a Peer Helper Training Program.
ED 200 269
- Rose, Clare**
The Development of a State Distribution System for Federal Vocational Education Funds.
ED 199 566
- Rosenberg, Marvin L.**
Ethnicity and Social Services: Some Policy Perspectives.
ED 200 680//
- Ross, Doris**
Cuebook II. State Education Collective Bargaining Laws. Report No. F80-5.
ED 199 907

- Ross, Michael**
Determinants of Self-Centered Judgments of Responsibility in Group Settings. ED 199 600
- Rotatori, Anthony F.**
Validation of a Weight Reduction Treatment Package for the Retarded. ED 199 962
- Rothblum, Esther D.**
The Reformulated Model of Learned Helplessness: An Empirical Test. ED 199 591
- Rothman, A. I., Ed.**
Curriculum in Higher Education. ED 200 152
- Rouson, William E.**
Peer Group Counseling 1980-81. ED 199 586
- Rozen, Freida Shoenberg**
Employment and Ethnicity. ED 200 683//
- Ruelius, Andrea**
Global Classroom Resource Guide. ED 200 509
- Ruff, Richard D.**
A Study of the Future of Vocational Education: Implications for Local Planning. ED 199 563
- Ruthven, Avis J.**
The Effects of Review Questions and Review Concepts on Retention in a Personalized System of Instruction Class. ED 200 114
- Ryan, Kevin**
The Teacher's Story: The Oldest and Newest Form of Educational Research. ED 200 597
- Saad, Geti, Comp.**
Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 13, No. 4, 1979. Period Covered October-December, 1979. ED 200 507
- Sajavaara, Kari, Ed.**
Papers in Discourse and Contrastive Discourse Analysis. Jyväskylä Contrastive Studies, 5. Reports from the Department of English, University of Jyväskylä, No. 6. ED 200 064
- Sakamoto, Takahiko**
Differences in the Rates of Reading Problems in the United States and Japan: A Search for Causes. ED 199 676
- Sako, Akihito**
Negative Component of Visual Evoked Potential in Children with Cognitive Processing. ED 200 300
- Saletore, Sudha**
The Relationships Between Teachers' Goal Orientations, Structure, And Observable Classroom Behaviors. ED 200 590
- Sandefur, Walter S.**
Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation. ED 200 537
- Sanders, Wayne**
Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick? ED 199 773
- Sarapin, Marvin I.**
Conceptual-Based Teaching in Industrial Arts. ED 199 399
- Sarvis, Robert E.**
Energy Management Technician Curriculum Development. Final Report. ED 199 462
- Savedge, Charles E., Ed.**
Basic Publication Fundamentals. ED 199 747
- Saxe, Geoffrey B.**
Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980. ED 200 419
- Sayre, Donald H.**
Changes and Contradictions in Children's Sex-Role Concepts. ED 199 594
- Scebold, C. Edward**
Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978. Final Report. ED 200 012
- Scheingold, Edward, Ed.**
Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4. ED 199 841
- Schell, Vicki J.**
Learning Partners: Reading and Mathematics. ED 199 654
- Schenkat, Randy**
If You Teach Phonics, These 7 Suggestions Could Help. ED 199 669
- Schennum, Ruth H.**
A Model Demonstration Service Delivery Continuum for Preschool Handicapped Children. Final Program Performance Report, July 1, 1979-June 30, 1980. ED 199 985
- Scherner, Sharon, Ed.**
Conservation of Energy: Idea and Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities, Section Eight. ED 200 424
- Schindler, Richard D.**
Forty-Eighth Annual Survey of Football Fatalities 1931-1979. ED 200 567
- Schlawn, Sheila A., Ed.**
Writing Right Across the Curriculum, K-12. ED 199 700
- Schmeltekopf, Donald D., Ed.**
The Review and Proceedings of the Community College Humanities Association, Number 2. ED 200 272
- Schoenfeld, A. Clay**
The Environmental Communication Ecosystem: A Situation Report. ED 200 451
- Schoenfeld, Alan H.**
Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers. ED 200 609
- Schrom, Linda K.**
Factors Influencing the Vocational Aspirations of Victorian Year 9 Students. ED 199 447
- Schwartz, Geraldine**
A Model for the Delivery of Service to Children with Learning Disabilities: A Growing International Problem. ED 199 944
- The Use of "Rest" (Restricted Environmental Stimulation Therapy) as a Therapeutic Treatment Model for the Autistic Child: A Pilot Study.** ED 199 943
- Scopino, John A.**
Employment Attributes of Recent Science and Engineering Graduates. Special Report. ED 200 123
- Scott, Richard R.**
The Black Vote: Racial Intolerance or the Politics of Perception. ED 200 466
- Scott, Robert A.**
The Evolution of Roles and Aspirations: Burgeoning Choices for Females. ED 200 110
- Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State.** ED 200 109
- Program Review's Missing Member: A Consideration of Quality and Its Assessment.** ED 200 108
- Three Futures in Collegiate Theatre (in Indiana).** ED 200 107
- Scout, Terrence H.**
School Desegregation to Integration Through Changes in Social Structure. ED 200 654
- Sequist, Jack**
Effective Listening: Key to Intimate Communication. ED 199 781
- Sekiguchi, Reiko W.**
An Educational Research Framework Applied to a Secondary School in Japan. ED 200 467
- Selz, Nina**
The Teaching of Employability Skills: Who's Responsible? ED 199 429
- Semaj, Leahcim**
The Impact of Triple Room Assignment on Students at Rutgers and Douglass Colleges. ED 200 186
- Semb, George**
Effects of Deadlines on Proctors in a Personalized Psychology Course. ED 200 150
- Simple, Barry F.**
Effective Strategies for State Education Agencies in Community Education Development: A National Assessment. ED 199 832
- Sevitch, Benjamin**
Connecticut's Canterbury Tale: Prudence Crandall and the "School for Nigger Girls". ED 200 497
- Seymour, Nancy, Ed.**
Working Papers: Community Councils. ED 199 918
- Sferra, Bobbie A.**
Leadership Theories. ED 199 932
- Shaffer, Susan Morris, Comp.**
Resource Notebook. ED 199 912
- Shapiro, Edythe R.**
Stability and Change in Teacher-Pupil Directive Interactions. ED 200 338
- Sharma, G. D.**
Enrolment in Higher Education. A Trend Analysis (1961-75). ED 200 144
- Shaver, James P.**
What Can Research Contribute to Law-Related Education? ED 200 490
- Shebilske, Wayne L.**
Eye Movements Reveal Components of Flexible Reading Strategies. ED 199 648
- Shelton, Dick**
Survival Strategies for Successful Learning Lab Management. ED 200 260
- Sherard, Regina G., Comp.**
Minorities in the Media. ED 199 790
- Shimberg, Benjamin**
Licensure: What Vocational Educators Should Know. Information Series No. 219. ED 199 442
- Shinman, Sheila M.**
Focus on Childminders: A Profile of the First Bunbury Drop-In Centres. ED 200 302
- Shoffner, Ralph M.**
British Columbia Library Network: A Study of Feasibility. Revised. ED 200 203

Author Index

- The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised.
ED 200 204
- Shulte, Albert P., Ed.**
Teaching Statistics and Probability: 1981 Yearbook.
ED 200 426//
- Shuman, R. Baird**
The Beginning Teacher: A Practical Guide to Problem Solving.
ED 200 565
- Shuman, R. Baird, Ed.**
Education in the 80's: English.
ED 199 762
- Sidorsky, Phyllis G., Comp.**
Bibliography of Books for Children.
ED 199 755
- Siegel, Gerald**
Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students.
ED 199 698
- Simmons, Guy H.**
A Training Manual for Nuclear Medicine Technologists.
ED 200 428
- Sinensky, Jeffrey P.**
Church-State Separation: Recent Trends and Developments. ADL Domestic Report: Law, Vol. VI, No. 1.
ED 199 824
- Sivage, Carol, Ed.**
Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings.
ED 200 575
- Skillett, Jack D.**
Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey.
ED 200 543
- Skinner, Gilbert H.**
Training Program Development for Criminal Justice Agencies.
ED 199 403
- Sledd, James**
From Black-White Speech Relationships to the Ethnography of Communication, or, Who Profits from Research?
ED 199 705
- Slouka, O.**
International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs.
ED 200 489
- Slouka, Z.J.**
International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs.
ED 200 489
- Small, Nick**
Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.
ED 199 384
- Smart, James R., Ed.**
Teaching Statistics and Probability: 1981 Yearbook.
ED 200 426//
- Smey, Barbara A.**
Career Education: Concepts and Practices.
ED 199 451
Getting Ready for School Improvement in Career Education.
ED 199 454
Local Opinion Surveys for Career Education.
ED 199 455
School Improvement Processes in Career Education.
ED 199 456
- Smith, Albert B.**
Staff Development Practices in U. S. Community Colleges.
ED 200 285
- Smith, Arthur W., Jr.**
Health Careers Curriculum Modules.
ED 199 525
- Smith, Brandon B.**
Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers.
ED 199 388
- Smith, Douglas K.**
Classroom Management Styles and Personality Variables of Teachers and Education Majors: Similarities and Differences.
ED 200 595
- Smith, Earl P.**
Materials Processing: Centralized Versus the Individual School, A Continuing Controversy.
ED 200 242
- Smith, Earle L.**
Power Line Technician's Training. Instructional Units.
ED 199 460
- Smith, Ed**
Black Students in Interracial Schools: A Guide for Students, Teachers, and Parents.
ED 200 652//
- Smith, Glenn**
Applied Communication: Use of Speech Communication Faculty Expertise in University Administration.
ED 199 796
- Smith, Jean Burr**
Math Anxiety and the Student of the '80's.
ED 200 296
- Smith, Jeff E., Ed.**
The Impact of Desegregation on Higher Education. Proceedings of the National Conference on Desegregation in Higher Education (Raleigh, North Carolina, July 18-20, 1979).
ED 200 675//
- Smith, Mary**
Project Adventure Summer Trip-June 25-July 16, 1972.
ED 200 365
- Smith, Shirley C.**
A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs.
ED 199 672
- Smith, Timothy A.**
Preparing Students for Their Initial Patient Encounter-An Innovative Approach.
ED 200 185
- Sny, Chris**
Global Education-An Implementation Plan & Resource Guide.
ED 200 481
- Sobesky, William E.**
Dimensions of Child Temperament in School Settings.
ED 200 315
- Sommer, Steve E.**
The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.
ED 199 989
- Souter, Floyd**
Practicum Experience: Its Impact on Schools.
ED 200 555
- Spady, William C.**
American Association of School Administrators 1980 Summer Instructional Leadership Conference: A Cooperative R&D Dissemination Project. Final Report.
ED 199 934
- Spanghel, Stephen D.**
Introduction to the Social Sciences: Teacher's Manual.
ED 200 474
- Spannaus, Timothy W.**
Speculations on Computer Assisted Design of Instruction.
ED 200 215
- Sparks, Dennis**
Managing Teacher Stress and Burnout.
ED 200 522
- Spears, Arthur K.**
The Other "Come" in Black English.
ED 200 046
- Spice, Byron L.**
Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo.
ED 199 448
- Spicer, Christopher H.**
The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension.
ED 199 778
- Spiegel, Dixie Lee**
Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives.
ED 199 634
- Spikell, Mark A., Ed.**
Programmable Calculators: Implications for the Mathematics Curriculum.
ED 200 436
- Spinelli, Fran M., Comp.**
Competency-Based Adult Education Bibliography.
ED 199 571
- Spiro, Rand J.**
On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.
ED 199 666
Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.
ED 199 662
- Spitzberg, Brian H.**
Loneliness and Communication Apprehension.
ED 199 774
- Spivak, Harriet**
Educational Research, Development, and Innovation: The Institutionalization of Change in Education.
ED 199 937
- Spodek, Bernard**
Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.
ED 200 336
Pressures That Promote Curriculum Schemes in Kindergarten.
ED 200 337
- Spouse, Betsy M.**
Participation Motivations of Older Adult Learners.
ED 199 404
- Springob, H. Karl**
Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.
ED 200 127
- Stake, Bernadine Evans**
Non-Sexist Teacher Education Project Field Trial. Evaluation Report.
ED 200 526
- Stake, Robert Earl**
Non-Sexist Teacher Education Project Field Trial. Evaluation Report.
ED 200 526
- Stalker, James C.**
Usage: Or Back to Basics: An Old Saw Reshaped.
ED 199 736
- Stallings, Jane A.**
Changing Teacher Behavior: A Challenge for the 1980's.
ED 200 596

- Measuring Program Implementation in Seven Follow Through Models.
ED 200 634
- Stanford, Ronnie L.**
An Exemplary Introductory Course For Secondary Education Majors.
ED 200 540
- Stanton, Marge**
Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II—Home Economics.
ED 200 089
- Starr, Harold**
Comprehensive Planning Task. Description of Procedures.
ED 199 391
- Stecher, Brian**
Administrative Style as a Predictor of Evaluation Utilization.
ED 200 611
Two Constraints to Utilization at the School Level.
ED 199 825
- Steffensen, Margaret S.**
Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199.
ED 199 660
- Steinberg, Florence S.**
Aboard the Space Shuttle.
ED 200 440
- Stensland, Anna Lee**
Integrity in Teaching Native American Literature.
ED 199 765
- Stifle, J. E.**
The PLATO V Terminal.
ED 200 244
- Stilwell, William E.**
Barriers in Higher Education for Persons with Handicaps: A Continued Challenge.
ED 200 155
- Stokes, Bruce**
Helping Ourselves: Local Solutions to Global Problems.
ED 200 435
- Stone, James C.**
Mele-Maat: First Year Evaluation of a British Primary School in the New Hebrides.
ED 200 318
- Stone, William B.**
Rewriting in Advanced Composition.
ED 199 738
- Stordahl, Barbara**
Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.
ED 200 119
- Storlie, Theodore R.**
An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2.
ED 200 646
Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1.
ED 200 645
- Stotsky, Sandra**
Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material.
ED 199 652
- Strasler, Gregg M.**
An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting.
ED 200 626
- Stratton, Beverly D.**
Use of Case History Data for the Development of Equations in Predicting High Risk, Reading Disabled Students.
ED 199 687

- Strickland, Dorothy S., Ed.**
The Role of Literature in Reading Instruction: Cross-Cultural Views.
ED 199 692
- Strube, Michael J.**
A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness.
ED 199 595
- Stulac, Joseph F., II**
Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.
ED 199 947
- Sturtz, Eric H.**
The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education.
ED 199 407
- Sullivan, Keith C.**
Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20.
ED 200 343
- Sulzby, Elizabeth**
Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?
ED 199 635
- Sundre, Donna**
The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians.
ED 199 650
- Sutherland, Mary S.**
Education in the Medical Care Setting: Perceptions of Selected Physicians.
ED 199 459
- Swain, Leigh**
RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Federation and Greater Victoria Public Library.
ED 200 207
- Swartz, Stanley L.**
Childhood Depression and Hyperactivity.
ED 199 958
- Swing, Elizabeth Sherman**
Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95.
ED 200 061
- Sybouts, Ward**
A Systematic Approach to the Management of Program Development in Teacher Education.
ED 200 574
- Szabo, Michael**
Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey.
ED 200 404
- Tanimura, Clinton T.**
Job Sharing Pilot Project in the Department of Education: Final Evaluation. A Report to the Legislature of the State of Hawaii. No. 81-10.
ED 199 531
- Tauber, Robert**
Student Mini-Learning Exercise (SMiLE) Cards: Theory into Practice—Now!
ED 199 588
- Taylor, Barbara M.**
On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.
ED 199 666
- Taylor, Elizabeth**
Confirming Story Grammar Structures.
ED 199 643
- Taylor, Mary Louise, Ed.**
Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.

- ED 200 399
- Taylor, Paul G., Ed.**
The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement
ED 199 572
- Taylor, Shirley Diane**
Minority Broadcasting Ownership.
ED 199 791
- Teague, P. Terrett**
Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance.
ED 200 557
- Templeton, Shane**
Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?
ED 199 635
- Tesolowski, Dennis G.**
Florida Public Occupational Education Admission Standards and Practices Study.
ED 199 437
- Thelin, Annika Andrae**
The PANG Project. Process Analysis of Non-Grading. Project No. 214.
ED 200 613
- Thompson, Bozena Henisz**
Linguistic Analysis of Natural Language Communication with Computers.
ED 200 050
- Thompson, Bruce**
Measuring Power Orientations of School Administrators.
ED 200 615
- Thompson, Carolyn**
Developing Teamwork in the Community College: The Basics.
ED 200 270
- Thompson, Dennis R.**
Developing a Comprehensive Cooperative Education Program: Management Information Systems.
ED 199 513
- Thouvenelle, Suzanne**
Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report.
ED 199 981
Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.
ED 199 978
Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.
ED 199 980
- Tietjen, Mildred C.**
Medicine for the Soul.
ED 200 232
- Tisher, Richard P.**
Teacher Induction: An Aspect of the Education and Professional Development of Teachers.
ED 200 515
- Tittle, Carol Kehr**
Educational Evaluation and Training: The Heuristic Value of Causal Modeling.
ED 200 644
- Toikka, Richard S.**
Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2.
ED 199 396
Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.
ED 199 397
The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1.
ED 199 395

Author Index

Toledo, Victor
C.S. 211 Bilingual Gifted and Talented Program.
Final Evaluation Report, 1979-80.
ED 200 694

Tooke, D. James
Assessing Student Teacher Performance on the
Basis of Cognitive Attainment of Their Learners.
ED 200 524

Tough, Allen
Interview Schedule for Studying Some Basic Char-
acteristics of Learning Projects.
ED 199 398

Townsend, James R., Comp.
The People's Republic of China: A Basic Hand-
book. Second Edition.
ED 200 469

Trafton, Richard S.
The Influence of Perceptual Speed on Performance
Versus Paper-And-Pencil Measures of
Spatial Ability. Technical Report 1981-4.
ED 200 630

Trauth, Denise M.
Toward a Theory of the First Amendment Rights
of Children.
ED 199 767

Trickett, Penelope K.
Classroom Environment as a Moderator of the
IQ: School Performance Relationship.
ED 199 583

Tudor, Dan, Ed.
Compendium of Selected Data & Characteristics,
University of Kentucky Community College Sys-
tem, 1979-80.
ED 200 262

Turner, Ann
DOBIS-WLN Impact Study. Report.
ED 200 205

Turner, Colin
Unit 12: The Colleges and Schools: Provision for
the 16-19 Year Olds. Educational Studies: A Sec-
ond Level Course, E222: The Control of Educa-
tion in Britain.
ED 199 383

Turner, Mary Jane
Basic Citizenship Competencies Project. Final
Report.
ED 200 459

Turpen, Kathryn
A Manual of Strategies for Educational Equity for
the Administrators, Faculty, Staff & Students of
Our Public Schools.
ED 200 662

Tway, Eileen, Ed.
Reading Ladders for Human Relations. 6th Edi-
tion.
ED 199 745//

Ulijn, Jan
Foreign Language Reading Research: Recent
Trends and Future Prospects.
ED 200 057

Urso, Jacqueline
The Governance Structure of the Lansing (Michi-
gan) Staff Development Policy Board.
ED 200 580

Van Matre, Nick
Computer Managed Instruction in the Navy: II. A
Comparison of Two Student/Instructor Ratios in
CMI Learning Centers. Technical Report.
ED 200 226

Vanlear, C. Arthur, Jr.
The Dimensions of Prejudice and Their Relation-
ship to Defensive Attribution: A Study in Interna-
tional Communication.
ED 199 799

Varnet, Harvey
An Analysis of the Learning Resources Programs
Provided by the Fifteen Colleges of the Massa-
chusetts Community College System.
ED 200 201

Varty, James W.
Developing a Comprehensive Cooperative Educa-
tion Program: Management Information Sys-
tems.
ED 199 513

Vassallo, Theodore P.
An Experimental Engineering Technology Career
Program for Disadvantaged Minority Students.
ED 200 395

Vaucher, Marius
Methodologie de communication, methode de
communication globale et theories heuristiques
dans la perspective de l'acquisition du langage
(Communication Methodology, the Global Com-
munication Method, and Heuristic Theories in
the Perspective of Language Learning).
ED 200 020

Veit, Richard
Creating Conditions for Learning: A Further Ar-
gument for Free Writing.
ED 199 719
Reducing Anxiety in Writing Instruction.
ED 199 718

Vernier, Sharon M.
Teacher Retirement Systems: Summary of the
1977 Survey.
ED 200 563

Viehland, Dennis
Indexing Tuition and Fees to Cost of Education:
Implications for State Policy.
ED 200 085
Tuition and Fees in Public Higher Education in
the West: Practices, Trends, Policy Considera-
tions. WICHE Clearinghouse Information Series
3.
ED 200 086

Vinovskis, Maris A.
The Politics of Educational Reform in Nine-
teenth-Century Massachusetts: The Controversy
Over the Beverly High School in 1860. Final Re-
port.
ED 200 495

Visser, B. L.
Electroencephalographic Assessment in Voca-
tional Counselling. Special Report.
ED 199 385

Vitulo-Martin, Thomas
On the Comparability of Services Provided to Pri-
vate School Students under Title I of the Eleme-
ntary and Secondary Education Act (as amended,
1974) and on the Impact of the Act on Private
Schools. A Report for the Education Equity
Group, Compensatory Education Division of the
National Institute of Education.
ED 200 658

Vockell, Edward L.
Humane Education: The Status of Current Re-
search and Knowledge. Special Report.
ED 200 471

Vondran, Raymond F.
National Union Catalog Experience: Implications
for Network Planning. Network Planning Paper
No. 6.
ED 200 219

Voss, Burton E.
An Investigation of Relationships Between Cogni-
tive Preference Orientation and Jungian
(MBTI) Personality Types of Eighth-Grade
Science Students.
ED 200 447
Some Considerations of Early Adolescents with
Implications for Curriculum and Instruction in
Science.
ED 200 448

Wachowiak, Dale G.
Sensitizing Undergraduates to Potential Inaccu-
racies in Projective Test Interpretation.
ED 199 612

Wagner, K. D.
The UNRWA/UNESCO Experience in Refugee
Education. A Report Submitted to the Danish In-
ternational Development Agency.
ED 200 349

Wagschal, Harry
A Teacher's Guide to Setting Up a Futures Stu-
dies Course.
ED 200 279

Wells, Agnes Q.

331

Walberg, Herbert J.
A Practitioners' Guide for Achieving Student In-
tegration in City High Schools.
ED 200 669

Walentynowicz, Leonard F.
Employment and Ethnicity.
ED 200 682//

Wallace, Virginia A.
A Selected Bibliography of Functional Literacy
Materials for Adult Learners.
ED 199 551

Wallbrown, Fred H.
Problem-Oriented Parent Conferences: A Train-
ing Strategy for School Personnel.
ED 199 608

Wallich, Lynn R.
The "Basics" Relative to School Climate.
ED 199 936

Walz, Garry R.
Images: A Guide to Futurizing Your Classroom.
ED 199 627
Programs and Practices in Adult Counseling.
ED 199 585

Wandira, Asavia
The African University in Development.
ED 200 142//

Ward, Dale L.
Student Development/Classroom Collaboration.
ED 200 288

Ward, William C.
Evaluation of Videotaped and Live Theatre Audi-
tions.
ED 200 610

Watkins, Karen
Competency-Based Education: An Overview.
ED 200 268

Watson, Norman
Promises and Perils for the 1980s. Junior College
Resource Review.
ED 200 281

Watts, Heidi
Starting Out, Moving On, Running Ahead or
How Teachers' Centers Can Attend to Stages in
Teachers' Development. Occasional Paper No. 8.
ED 200 604

Webb, Carol
The Rape Victim and Her Social Support System.
ED 199 582

Webster, Barbara
Gainesville Junior College Community Impact
Study/Needs Assessment Inventory.
ED 200 264

Weible, Thomas D.
Developing Social Responsibility in the Middle
School: A Unit Teaching Approach. Reference
and Resource Series.
ED 200 512

Weinshank, Annette B.
Investigations of the Diagnostic Reliability of
Reading Specialists, Learning Disabilities Special-
ists, and Classroom Teachers: Results and Im-
plications. Research Series No. 88.
ED 199 639

Weisenborn, Ray E.
Foreign News Agency Influences on a Develop-
ing Country Press (Egypt).
ED 199 734

Weissenborn, Jurgen
Pragmatic Conditions on Learning How to Refer
to Localities.
ED 200 009

Weisz, Richard A.
Church-State Separation: Recent Trends and
Developments. ADL Domestic Report: Law, Vol.
VI, No. 1.
ED 199 824

Wells, Agnes Q.
Earned Degrees Conferred 1977-78.
ED 200 154

Wenner, Lawrence A.

- Political News on Television: A Closer Look at Audience Use and Avoidance Orientations.
ED 199 786

Whaley, Jill Fitzgerald

- Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives.
ED 199 634
Readers' Reactions to Temporal Disruption in Stories.
ED 199 636

Wheeler, A. E.

- Inviting Teacher Professional Growth.
ED 200 598

Wheeler, Linda

- Hearing Resource Program, 1979-1980. Report No. 33:10:79/80:003.
ED 199 948

White, Arthur L., Ed.

- National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (54th. Grossinger's in the Catskills, New York, April 5-8, 1981).
ED 200 400

White, Carol R.

- Handbook of Employment Skills for Displaced Homemakers.
ED 199 516

White, Ned

- Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students.
ED 199 434

Whitfield, Edie L.

- Equipping Children With Supervisory Skills.
ED 200 587

Wichowski, Chester P.

- Florida Public Occupational Education Admission Standards and Practices Study.
ED 199 437

Wieler, Geri Elisabeth

- Working on Working. Innovators of Vocational Programs for Handicapped High School Students.
ED 199 433

Wiener, Harvey, Ed.

- Comprehensive Writing Programs.
ED 200 172

Wiggins, Sam P.

- "The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View.
ED 200 554

Wigham, Paul F.

- Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts.
ED 200 413

Wilcox, Catherine F.

- Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.
ED 199 622

Wilcox, Kathleen

- The Ethnography of Schooling: Implications for Educational Policy-Making.
ED 199 809

Wilcox, R. K.

- Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report. July 1, 1976 through June 30, 1979.
ED 199 951

Wilding, Christine

- Languages, Education and Industry: A Summary of Reports and Conferences.
ED 200 016

Wilson, Alfred P., Comp.

- The Principalship. A Selected Bibliography.
ED 199 914

Wilson, Diane

- Teaching Techniques in Clinical Chemistry.
ED 200 457

Wilson, Molly M.

- Physical and Psychological Decrements Affecting Reading in the Aged.
ED 199 633

Wilson, Patricia

- Answer Changing Behavior on Objective Tests: What is Our Responsibility?
ED 199 638

Winterdyk, John Albert

- A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.
ED 200 348

Wiprud, Helen R., Comp.

- International Education Programs of the U.S. Government: An Inventory.
ED 200 508

Wise, Arthur E.

- A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.
ED 200 594

Wiseman, Donna L.

- A Description of Moderately Mentally Retarded Adolescents' Responses to Written Language.
ED 199 939

Wisniewski, Richard

- Oklahoma's Quest for Quality.
ED 200 541

Wlodkowski, Raymond J.

- Motivation. What Research Says to the Teacher.
ED 200 564

Wodarski, John S.

- Comprehensive Treatment of Runaway Children and Their Parents.
ED 199 581

Woellner, Elizabeth H.

- Requirements for Certification For Elementary Schools, Secondary Schools, and Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-Sixth Edition.
ED 200 605//

Wolfe, Mary L.

- Sex Stereotyping in Drug Advertisements: Evaluation of the Informal Curriculum.
ED 200 480

Wolff, Diana

- The Effect of Instructions and Priming on the Use of Analogy Strategies in Reading.
ED 199 675

Wood, Vivian

- Older Women and Education.
ED 199 576

Woodman, Leonora

- The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process.
ED 199 731

Woodward, Virginia A.

- The Young Child's Concept of Story.
ED 199 640

Wooten, Judith A.

- Audience-Based Composition: The Freshman Writer and the Professional Journalist.
ED 199 706

Wright, Claire B., Ed.

- Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages.
ED 199 514

Wright, Lyle O.

- Special Funding for Small and/or Isolated Rural Schools.
ED 200 342

Wurzberg, Gregory

- Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act.
ED 199 377

Wynn, Eleanor Herasimchuk

- The Secretary as an Information Resource.
ED 200 047

Yanagihara, Masafumi

- Negative Component of Visual Evoked Potential in Children with Cognitive Processing.
ED 200 300

Yankus, Anthony G.

- A Planning Process for Automated Shared Circulation Systems.
ED 200 233

Yanoff, Jay M.

- The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy.
ED 200 130

Yarger, Gwen P.

- Teachers' Conceptions of Their Own Success. Current Issues.
ED 200 518

Yonker, Tom

- "But Teach, You Ain't Listenin'" or How to Cope with Violence in a Public School Classroom.
ED 200 549

Yorio, Carlos A.

- The Teacher's Attitude toward the Student's Output in the Second Language Classroom.
ED 200 056

Young, I. Phillip

- The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.
ED 199 925

Young, John

- ESEA Title VII Chinese Bilingual Program. Community School District One. Final Evaluation Report, 1979-1980.
ED 200 697

Young, Ken M.

- An Emerging Model in Rural America. Community Based Education, Paper Number Four.
ED 200 382

Young, Wanda

- Forecasting Communication Competencies of Teachers.
ED 199 775

Zadny, Jerry J.

- Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.
ED 199 474

Zelinger, Laurie E. Teitelbaum

- Approaches to Children in the Mainstreaming Process: A Psychological and Administrative Perspective.
ED 199 960

Zellman, Gail L.

- The Response of the Schools to Teenage Pregnancy and Parenthood.
ED 199 629

Zimmerman, Earl R.

- Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts.
ED 200 413

Zipser, Dean

- Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation.
ED 200 094

Zola, David

- Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.
ED 199 665

Zucker, Sandy, Comp.

- The Explorer's Guide to the Universe. A Reading List for Planetary and Space Science.
ED 200 441

Zuckerman, Diana M.

- Changes and Contradictions in Children's Sex-Role Concepts.
ED 199 594

Zukow, Patricia Goldring

- Why Do Children Say What They Say When They Say It? An Experimental Approach to the Psychogenesis of Presupposition.
ED 200 008

Institution Index

This index lists the titles of documents under the institution responsible for them and/or the agency sponsoring them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g. Wisconsin University (for the University of Wisconsin).

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Institution — **Sacramento State College, Calif.**

Title — **Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.**

ED 013 371 — **Accession Number**

AAA Foundation for Traffic Safety, Falls Church, Va.

The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."

ED 200 322

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Grant Administration Manual for Title III Coordinators.

ED 200 072

Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I.

ED 200 306

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Project Head Start.

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.

ED 199 991

Adult Education Association of U.S.A., Washington, D.C.

Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).

ED 199 405

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Federal Involvement in Libraries. The Federal Role in the Federal System: The Dynamics of Growth. Commission Report A-84.

ED 200 217

Alabama State Commission on Higher Education, Montgomery.

Nursing Education in Alabama: Supply and Demand, Quality of Programs and Minority Representation.

ED 200 131

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Selected Bibliography of Arab Educational Materials, Vol. 3, No. 2, 1978.

ED 200 505

Alaska State Dept. of Education, Juneau. Office of Planning and Research.

Comparisons of Selected Instructional Television Networks: Programming, Management, and Funding Models.

ED 200 190

Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future.

ED 200 187

Formal Evaluation of Certificated Education Staff in Alberta: Practices and Policies. (A Survey Conducted by Alberta Education in 1980).

ED 199 909

Alberta Univ., Edmonton.

The Problems of Multiple Feedback Estimation.

ED 200 621

Alberta Univ., Edmonton. Faculty of Education.

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

Albuquerque Teachers' Learning Center, N.Mex.

A Hero Ain't Nothing But A Great Big Sandwich. A Global Perspectives Experimental Unit.

ED 200 472

Alfred P. Sloan Foundation, New York, N.Y.

On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.

ED 199 666

Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

ED 199 662

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Managing Teacher Stress and Burnout.

ED 200 522

American Alliance for Health, Physical Education, Recreation and Dance, Reston, Va. Information and Research Utilization Center.

We Killed Them: Trials and Tribulations of a Special Olympic Basketball Team.

ED 199 952

American Association for Higher Education, Washington, D.C.

Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.

ED 200 119

Student Retention Strategies. AAHE-ERIC/Higher Education Research Report No. 8, 1980.

ED 200 118

American Association of Colleges for Teacher Education, Washington, D.C.

AACTE State Associations and Public Law 94-142.

ED 200 583

American Association of Colleges of Podiatric Medicine, Washington, D.C.

Faculty Workshop on Clinical Instruction for Podiatric Medical Education. Final Report and Proceedings (June 30, 1979).

ED 200 159

American Association of Community and Junior Colleges, Washington, D.C.

Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).

ED 199 405

Staff Development Practices in U. S. Community Colleges.

ED 200 285

American Association of Community and Junior Colleges, Washington, D.C.

National Center for Community Education.

Interface in Retrospect, 1978-1980.

ED 200 289

American Association of Engineering Societies, New York, N.Y. Engineering Manpower Commission.

Placement of Engineering and Technology Graduates, 1980.

ED 200 070

American Association of School Administrators, Washington, D.C.

American Association of School Administrators 1980 Summer Instructional Leadership Conference: A Cooperative R&D Dissemination Project. Final Report.

ED 199 934

American Association of State Colleges and Universities, Washington, D.C.

Collective Bargaining in Higher Education Systems: A Study of Four States.

ED 200 183

Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978.

ED 200 128

The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.

ED 200 129

American Association of Univ. Administrators, Oneonta, N.Y.

Women in Higher Education Administration: Status and Strategies.

ED 200 120

American Bar Association, Chicago, Ill.

Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association.

ED 200 077

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Daring to Dream: Law and the Humanities for Elementary Schools.

ED 200 468

American Council on Education, Washington, D.C.

Reading Ladders for Human Relations. 6th Edition.

ED 199 745//

Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs.

ED 200 158

American Council on the Teaching of Foreign Languages, New York, N.Y.

Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978. Final Report.

ED 200 012

American Education Finance Association.

School Finance Policies and Practices. The 1980s: A Decade of Conflict.

ED 199 927//

American Football Coaches Association, Durham, N.C.

Forty-Eighth Annual Survey of Football Fatalities 1931-1979.

ED 200 567

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.

Employment Survey 1979. AIP Report.

ED 200 071

American Medical Students Association, Chantilly, Va.

Occupational and Environmental Health: A Resource Guide for Health Science Students.

ED 199 449

American Oil Co., Chicago, Ill.

Comprehensive Writing Programs.

ED 200 172

American Univ., Washington, D.C.

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.

ED 199 482

American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.

Resource Notebook.

ED 199 912

Ann Arbor Public Schools, Mich.

Vernacular Black English Inservice Program. King Elementary School. Final Evaluation.

ED 200 706

Anoka-Hennepin Independent School District 11, Anoka, Minn.

Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.

ED 199 509

Applied Management Sciences, Inc., Silver Spring, Md.

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans.

ED 199 977

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report.

ED 199 981

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.

ED 199 978

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis.

ED 199 979

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.

ED 199 980

Arizona State Univ., Tempe. Coll. of Education.

Reading: A New Decade and a New Challenge. Volume 3. Third Yearbook of the Arizona State University Reading Conference, 1980.

ED 199 631

Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development.

Leadership Theories.

ED 199 932

Training for Planning Project. Final Report.

ED 199 886

Arizona Univ., Tucson. Dept. of Sociology.

Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.

ED 200 354

Psycho-Social Influences on the Accomplishments of Mexican-American Students.

ED 200 355

Arkansas State Board of Vocational Education, Little Rock.

Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.

ED 199 461

Arkansas State Dept. of Education, Little Rock.

Special Purpose Dissemination Grant. Final Report.

ED 200 234

Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.

ED 199 461

Arkansas Univ. for Medical Sciences, Little Rock.

Guidelines for Objective Testing of Students.

ED 200 628

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Adaptive Mental Testing: The State of the Art.

ED 200 612

Asian Women's Health Project, Los Angeles, Calif.

Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.

ED 200 653

ASIA Society, New York, N.Y.

The People's Republic of China: A Basic Handbook. Second Edition.

ED 200 469

Aspen Systems Corp., Germantown, Md.

Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note.

ED 199 450

Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.

Basic Skills in Asian Studies: China. Service Center Papers on Asian Studies, No. 13.

ED 200 493

Basic Skills in Asian Studies. Service Center Papers on Asian Studies, No. 14.

ED 200 494

Modernization and Japan: A Two-Week Unit for High School Social Studies. Service Center Papers on Asian Studies, No. 10.

ED 200 491

Teaching about Southeast Asia in U. S. Secondary Schools. Service Center Papers on Asian Studies, No. 11.

ED 200 492

Association for Childhood Education International, Washington, D.C.

Bibliography of Books for Children.

ED 199 755

Association for Educational Communications and Technology, Washington, D.C.

Evaluating Media Programs: District and School.

ED 200 228

Association for Gerontology in Higher Education, Washington, D.C.

Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).

ED 199 405

Association for Institutional Research.

Institutional Research and External Agency Reporting Responsibility.

ED 200 074

Association for Supervision and Curriculum Development, Alexandria, Va.

Effective Instruction.

ED 200 572

Association of American Colleges, Washington, D.C.

Comprehensive Writing Programs.

ED 200 172

The Study of Ethnic Groups.

ED 200 091

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

ED 200 098

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?

ED 200 097

Association of Indian Universities, New Delhi (India).

Enrolment in Higher Education. A Trend Analysis (1961-75).

ED 200 144

- Monograph on Grading for Universities.
ED 200 146
- Monograph on Semester System for Universities.
ED 200 147
- Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization.
ED 200 145
- University Finance: A Statistical Profile.
ED 200 148
- Association of School Business Officials, Chicago, Ill.**
Control Points in School Business Management, Presenting General Observations, Specific Control Points, and a Series of Checkpoints for the Practicing School Business Administrator.
ED 199 804//
Cooperative Purchasing Guidelines. Background and Research, Pros and Cons, Examples of Exemplary Programs, Sample Forms, and Organization Procedures.
ED 199 805//
School Safety Handbook. A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23.
ED 199 806//
- Association of Schools and Colleges of Optometry, Washington, D.C.**
Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report.
ED 200 095
- Association of Teachers of Advanced Composition.**
Journal of Advanced Composition, Volume 1, Number 1.
ED 199 743
- Association of Universities and Colleges of Canada, Ottawa (Ontario).**
Canadian Universities 1980 and Beyond. Enrollment, Structural Change and Finance.
ED 200 066
- Association of Vocational Education Administrators.**
Outcomes of Occupational Education. Phase II Report.
ED 199 529
Outcomes of Occupational Education. Phase I Report.
ED 199 528
- Aston Univ., Birmingham (England).**
Languages, Education and Industry: A Summary of Reports and Conferences.
ED 200 016
- Atlanta Area Center for Teachers, GA.**
Creating a Mini Book Review Journal.
ED 200 536
- Atlantic Inst. of Education, Halifax, Nova Scotia.**
Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20.
ED 200 343
- Auburn Univ., Ala. School of Education.**
Materials Processing: Centralized Versus the Individual School, A Continuing Controversy.
ED 200 242
- Australian Association for Research in Education, Melbourne.**
Action Research in Retrospect and Prospect.
ED 200 560
- Australian Dept. of Education, Canberra. Language Teaching Branch.**
TEFL/TESL Newsletter, Volume 2, Number 2.
ED 199 997
TEFL/TESL Newsletter, Volume 2, Number 3.
ED 199 998
TEFL/TESL Newsletter, Volume 2, Number 4.
ED 199 999
TEFL/TESL Newsletter, Volume 3, Number 1.
ED 200 000
TEFL/TESL Newsletter, Volume 3, Number 2.
ED 200 001
TEFL/TESL Newsletter, Volume 3, Number 3.
ED 200 002
- TEFL/TESL Newsletter, Volume 3, Number 4.
ED 200 003
- TEFL/TESL Newsletter, Volume 4, Number 1.
ED 200 004
- Barat Coll., Lake Forest, Ill.**
A Survey of the Similarities and Differences Between Continuing Education and Younger Students.
ED 200 167
- Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.**
Manual Circulation Handbook for Network Libraries.
ED 200 192
- Battle Creek Public Schools, Mich.**
Project BACSTOP Evaluation Report 1973-1974.
ED 200 346
- Beloit Public Schools, Wisc.**
Elementary Map and Globe Skills Program.
ED 200 482
- Bernard Van Leer Foundation for Early Childhood Education (CECE), Kingston, Jamaica.**
Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume I: Literature in Retrospect.
ED 200 312
Living Conditions of Some Basic School Children: Pointers to Disadvantage.
ED 200 313
- Bernard Van Leer Foundation, The Hague (Netherlands).**
An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Druitt Early Childhood Project: Project Evaluation Report Number 7.
ED 200 304
A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Druitt Early Childhood Project: Project Evaluation Report Number 8.
ED 200 305
- Bilingual Media Productions, Inc., Berkeley, Calif.**
Folklore de Mexico (Folklore of Mexico).
ED 200 350
- Bilingual Vocational Education Project, Arlington Heights, Ill.**
Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings.
ED 199 559
- B'nai B'rith, New York, N.Y. Anti-Defamation League.**
Church-State Separation: Recent Trends and Developments. ADL Domestic Report: Law, Vol. VI, No. 1.
ED 199 824
- Boise State Univ., Idaho.**
Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.
ED 199 983
Human Service Technician Project. Final Project Report, June 1978-May 1980.
ED 199 982
Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980).
ED 200 530
- Bolt, Beranek and Newman, Inc., Cambridge, Mass.**
Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199.
ED 199 660
Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190.
ED 199 661
Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.
ED 199 664
- Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197.
ED 199 668
- Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.
ED 199 667
- Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.
ED 199 665
- On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.
ED 199 666
- Prereading: A Developmental Perspective. Technical Report No. 198.
ED 199 659
- Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.
ED 199 662
- What Good is Orthographic Redundancy? Technical Report No. 192.
ED 199 663
- Bowling Green State Univ., Ohio.**
Toward a Theory of the First Amendment Rights of Children.
ED 199 767
- Bowling Green State Univ., Ohio. Libraries.**
Teaching Media Skills: Selected Sources. Bibliographic Series No. 87.
ED 200 213
- Brigham Young Univ., Laie, Hawaii, Div. of Communication and Language Arts.**
TESL Reporter, Vol. 5, Nos. 2 and 4.
ED 200 036
TESL Reporter, Vol. 6, No. 3.
ED 200 041
- Bristol Board of Education, Conn.**
Community-Based Ethnic Heritage Studies Program. Final Report.
ED 200 483
- British Columbia Dept. of Education, Victoria.**
Elementary School Self-Assessment Book. Preliminary Edition.
ED 199 835
Guidelines to Accompany the Elementary School Self-Assessment Book, 1979.
ED 199 834
- British Columbia Union Catalogue, Richmond.**
British Columbia Library Network: A Study of Feasibility. Revised.
ED 200 203
The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised.
ED 200 204
DOBIS-WLN Impact Study. Report.
ED 200 205
Proposal to Fund the Establishment of a Computer Based Library Service Utility in British Columbia.
ED 200 206
RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Federation and Greater Victoria Public Library.
ED 200 207
- British Information Service, New York, N. Y. Reference Div.**
Human Rights in the United Kingdom.
ED 200 657
Race Relations in Britain.
ED 200 655
- British Library, London (England). Research and Development Dept.**
Parent Imprisonment and Child Socialization Research Project. Executive Summary.
ED 200 319

Brooke Army Medical Center, Fort Sam**Houston, Tex. Health Care Research Div.**

Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13.

ED 199 379

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report. July 1, 1976 through June 30, 1979.

ED 199 951

The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."

ED 200 322

Human Service Technician Project. Final Project Report, June 1978-May 1980.

ED 199 982

Infants' Perception of Visual Movement: A Review and Theoretical Analysis.

ED 200 321

Issues of Common Concern: A Report of the HCEEP Minority Leadership Workshop.

ED 199 946

National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act.

ED 200 385

Practical Parenting Instructional Code. Revised Edition.

ED 200 323

A Review of Assessment Instruments and Procedures for Young Exceptional Children.

ED 199 987

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans.

ED 199 977

A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report.

ED 199 990

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report.

ED 199 981

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.

ED 199 978

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis.

ED 199 979

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children.

ED 199 980

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.

ED 199 983

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Videodisc: An Instructional Tool for the Hearing Impaired.

ED 200 227

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pawtucket School Department's 1979-1980 Title IV-C, Adaptive and Corrective Program of Physical Education. Final Evaluation Report.

ED 199 955

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.

ED 200 372

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Study of Title II of PL 93-638.

ED 200 376

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume I.

ED 199 549

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II.

ED 199 550

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1.

ED 199 409

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2.

ED 199 410

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.

ED 199 411

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1.

ED 199 412

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2.

ED 199 413

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3.

ED 199 414

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.

ED 199 415

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5.

ED 199 416

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6.

ED 199 417

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7.

ED 199 418

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.

ED 199 419

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2.

ED 199 420

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

ED 199 421

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.

ED 199 422

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.

ED 199 423

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.

ED 199 424

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.

ED 199 425

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.

ED 199 426

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

ED 199 427

Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students.

ED 199 434

Working on Working. Innovators of Vocational Programs for Handicapped High School Students.

ED 199 433

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers.

ED 199 544

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators.

ED 199 545

Inflation: Consumers Counter the Cost of Living. A Consumer Education Curriculum Module for Grades 10-14.

ED 200 475

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs.

ED 200 489

Calgary Univ. (Alberta). Faculty of Education.

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future.

ED 200 187

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. Executive Summary.

ED 200 188

California Association of Teachers of English to Speakers of Other Languages.

Foreign Language Reading Research: Recent Trends and Future Prospects.

ED 200 057

Instant Interaction for Entry-Level ESL Students.

ED 200 058

Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing.

ED 200 060

Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review.

ED 200 059

The Teacher's Attitude toward the Student's Output in the Second Language Classroom.

ED 200 056

Institution Index

California Community Colleges, Sacramento. Office of the Chancellor.
Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.
ED 200 259

California Library Authority for Systems and Services, San Jose.
CULP (California Union List of Periodicals) 1980 User Survey Results. PN-77.
ED 200 224

California Polytechnic State Univ., San Luis Obispo. Library.
BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised.
ED 200 202

California State Coll., Dominguez Hills.
Collection Development Policy for the University Library.
ED 200 238

California State Dept. of Education, Sacramento.
Foreign Language Framework for California Public Schools: Kindergarten through Grade Twelve.
ED 200 040
Students' Rights and Responsibilities Handbook. 1980 Revision.
ED 199 908

California State Dept. of Education, Sacramento. Bureau of Business Education.
New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.
ED 199 526

California State Library, Sacramento.
Public Library Trustees and Commissioners Tool Kit: Orientation Guidelines.
ED 200 252

California State Postsecondary Education Commission, Sacramento.
The California Student Opportunity and Access Program: An Initial Evaluation.
ED 200 137

College-Going Rates in California. 1979 Update (A Summary).
ED 200 141
Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods.
ED 200 173

Quality and Accountability: An Evaluation of Statewide Program Review Procedures.
ED 200 156
A Report on Health Sciences Education Planning for California: 1980-1982.
ED 200 140

California State Univ. and Colleges, Los Angeles. Library Systems Project.
CSUC Standard for the CLSI Expanded Title Record.
ED 200 248

California State Univ., Fresno.
An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation.
ED 199 771

California Univ., Berkeley.
The Status of Native American Women in Higher Education.
ED 200 364

California Univ., Berkeley. School of Public Health.
Education Assistance for American Indians & Alaska Natives.
ED 200 341

California Univ., Berkeley. Systemwide Administration. Library Studies and Research Div.
Conservation and Preservation Programs for the University of California Libraries: Problems, Programs, and Costs. RR-80-2.
ED 200 221

Environmental Control for Regional Library Facilities. RR-80-3.
ED 200 222

A Guide to the Literature on Deterioration, Conservation, and Preservation of Library Material. RR-81-1.
ED 200 223

California Univ., Los Angeles.
Five Views of the Child in Educational Decision-Making.
ED 200 330

California Univ., Los Angeles. Asian American Studies Center.
Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.
ED 200 653

California Univ., Los Angeles. Center for the Study of Evaluation.
Administrative Style as a Predictor of Evaluation Utilization.
ED 200 611

California Univ., Los Angeles. Dept. of English.
The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores.
ED 199 995
A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students.
ED 199 994

California Univ., Los Angeles. School of Engineering and Applied Science.
Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation.
ED 200 094

California Univ., Los Angeles. Teacher Education Lab.
The Experience of Teacher Training. A Case Study.
ED 200 588

California Univ., Santa Barbara. Community and Organization Research Inst.
An Urban Extension: Some Innovations. Final Project Report.
ED 200 476

Capitol Region Education Council, West Hartford, Conn.
1980 Multi-Media Evaluation Report.
ED 200 245

Carnegie Corp. of New York, N.Y.
On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].
ED 200 098
Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?
ED 200 097

Carnegie Foundation for the Advancement of Teaching.
A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay.
ED 200 298

Caro Community Schools, Mich.
Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students.
ED 200 663

Center for Applied Linguistics, Washington, D.C.
Research Survey of Bilingualism and Bilingual Education in the Soviet Union.
ED 200 035

Center for Human Services, Washington, D.C.
Compendium Listing.
ED 199 856
Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook.
ED 199 848

China Council of the Asia Society,

337

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook.
ED 199 849

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook.
ED 199 850

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook.
ED 199 851

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook.
ED 199 852

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook.
ED 199 853

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook.
ED 199 854

Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes.
ED 199 847

Center for the Study of Community Colleges, Los Angeles, Calif.
Human Beings and Their Environment. Final Evaluation Report.
ED 200 398

Central Connecticut State Coll., New Britain.
The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences.
ED 200 084

Central Inst. for the Deaf, St. Louis, Mo.
Parent-Infant Early Education Program. Central Institute for the Deaf, St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979.
ED 199 957

Centre for Information on Language Teaching, London (England).
Foreign Languages in Education. NCLE Papers and Reports 1.
ED 200 033
The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2.
ED 200 034

Chicago City Colleges, Ill. Chicago City-Wide Inst.
Handbook of Employment Skills for Displaced Homemakers.
ED 199 516

Children's Broadcast Inst., Ottawa (Ontario).
Children and Television. A Digest of Events Saluting International Year of the Child.
ED 200 199

A Report on the Festival of Children's Programming (Montreal, Quebec, Canada, October 16-18, 1977).
ED 200 200

Children's Therapy Center of Pettis County, Inc., Sedalia, Mo.
Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report, July 1, 1976 through June 30, 1979.
ED 199 951

Chilton Research Services, Washington, D.C.
Teenage Smoking: Immediate and Long-Term Patterns.
ED 199 628

**China Council of the Asia Society,
Washington, D.C.**

China Briefing, 1980.

ED 200 510

**Cincinnati Univ., Ohio. Univ. Libraries.
University of Cincinnati, Central Library, Com-
puterized Bibliographic Retrieval Services:
Evaluative Report, July 1979-August 1980.**

ED 200 253

**City Univ. of New York, N.Y. Bernard
Baruch Coll. National Center for the
Study of Collective Bargaining in Higher
Education.**

Campus Bargaining in the Eighties: A Retrospec-
tive and a Prospective Look. Proceedings of the
Annual Conference of the National Center for the
Study of Collective Bargaining in Higher Educa-
tion (8th, New York, New York, April 1980).

ED 200 112

**City Univ. of New York, N.Y. Center for
Advanced Study in Education.**

Instructional Support System—Occupational Edu-
cation II. ISSOE. Hierarchical Structures in Oc-
cupational Education—A Selective Review.

ED 199 540

**City Univ. of New York, N.Y. City Coll.
Workshop Center for Open Education.**

On Coping and Change. The Catherine Molony
Memorial Lecture (City College, New York, New
York, April 26, 1980).

ED 200 667

**City Univ. of New York, N.Y. Inst. for
Research and Development in
Occupational Education.**

Interpersonal Skill Training to Facilitate the Em-
ployment of Handicapped Students (9/1/79-
8/31/80).

ED 199 530

**Cleveland Public Schools, Ohio. Div. of
Research and Development.**

PADS: Pupil Adjustment in a Desegregated Set-
ting. ESEA Title IV, Part C. Project Termination
Report, September, 1977 - August, 1980.

ED 200 672

**Coast Community Coll. District, Costa
Mesa, Calif.**

Coast Community Colleges Community Tele-
phone Survey 1980, Report Number 2. The Coast
Message: An Examination of the Extent to Which
Basic Marketing Efforts Are Reaching the Com-
munity.

ED 200 292

**College Entrance Examination Board,
New York, N.Y.**

College Student Attrition and Retention. College
Board Report No. 81-1.

ED 200 170

Entering Higher Education in the United States:
A Guide for Students from Other Countries. Re-
vised Edition, 1981.

ED 200 111

Colorado Library Association, Denver.

Public Library Trustees of Colorado: Respon-
sibilities and Opportunities. A Manual for the
Trustees of Colorado Public Libraries.

ED 200 255

**Colorado State Board for Community
Colleges and Occupational Education,
Denver.**

Energy Management Strategies for Home Eco-
nomics Teachers.

ED 199 510

Colorado State Library, Denver.

Public Library Trustees of Colorado: Respon-
sibilities and Opportunities. A Manual for the
Trustees of Colorado Public Libraries.

ED 200 255

**Columbia Scholastic Press Advisers
Association, New York, N.Y.**

The New Adviser. Updated Second Edition.

ED 199 748

**Columbia Scholastic Press Association,
New York, N.Y.**

Basic Publication Fundamentals.

ED 199 747

**Comision para el Mejoramiento de los
Derechos de la Mujer, Santurce, Puerto
Rico.**

Auxilio, Socorro! Salvalme! Los Esterioripos de la
Mujer en la Television. Octavo Modulo de una
Serie para Maestros de Escuela Elemental. Fara
Usar con la Grabacion (Help! Help! Save me!
Sexual Stereotyping of Women. Eighth Module of
a Series for Elementary School Teachers. Audi-
otape Transcriptions).

ED 200 692

Dona Ana No Esta Aqui. Sexto Modulo de una
Serie para Maestros de Escuela Elemental (Dona
Ana Isn't Here. Sixth Module of a Series for Ele-
mentary School Teachers).

ED 200 691

Ideas, Creencias, Actitudes. Primer Modulo de
una Serie para Maestros de Escuela Elemental
(Ideas, Beliefs, Attitudes. First Module of a Series
for Elementary Teachers).

ED 200 688

Por Que Rosa No Es Valiente? Cuarto Modulo de
una Serie para Maestros de Escuela Elemental
(Why Isn't Rosie Brave? Fourth Module of a Se-
ries for Elementary School Teachers).

ED 200 690

Viva La Diferencia! Segundo Modulo de una
Serie para Maestros de Escuela Elemental (Long
Live the Difference! Second Module of a Series
for Elementary School Teachers).

ED 200 689

**Commission Interuniversitaire Suisse de
Linguistique Appliquee (Switzerland).**

Aspects semiotiques de trois manuels scolaires
(Semiotic Aspects of Three School Textbooks).

ED 200 021

Competence communicative et acquisition des
vocabulaires (Communicative Competence and
Vocabulary Learning).

ED 200 019

Methodologie de communication, methode de
communication globale et theories heuristiques
dans la perspective de l'acquisition du langage
(Communication Methodology, the Global Com-
munication Method, and Heuristic Theories in
the Perspective of Language Learning).

ED 200 020

**Commission on Civil Rights, Washington,
D.C.**

Civil Rights Issues of Euro-Ethnic Americans in
the United States: Opportunities and Challenges.
A Consultation Sponsored by the United States
Commission on Civil Rights, Chicago, Illinois,
December 3, 1979.

ED 200 676

The Communications Media and Southern and
Eastern European Ethnic Groups.

ED 200 684//

Conceptual Considerations of Ethnicity: Past,
Present, and Future.

ED 200 678//

Employment and Ethnicity.

ED 200 682//

Employment and Ethnicity.

ED 200 683//

Ethnicity and Social Services: Some Policy Per-
spectives.

ED 200 680//

Euro-Ethnic Families and Housing in Urban
America.

ED 200 679//

Euro-Ethnic Women: Some Observations.

ED 200 681//

Intergovernmental Relations and Ethnicity.

ED 200 685//

With Roots Entwined: Intergroup Relations in
Urban Ethnic America.

ED 200 677//

**Community Coll. Humanities Assoc.,
Cranford, N.J.**

The Review and Proceedings of the Community
College Humanities Association, Number 2.

ED 200 272

**Community School District 1, New York,
N.Y.**

ESEA Title VII Chinese Bilingual Program. Com-
munity School District One. Final Evaluation Re-
port, 1979-1980.

ED 200 697

**Community School District 12, Bronx,
N.Y.**

C.S. 211 Bilingual Gifted and Talented Program.
Final Evaluation Report, 1979-80.

ED 200 694

**Community School District 13, Brooklyn,
N.Y.**

Bilingual Program-District 13. Funded under
ESEA Title VII. Final Report, September 1, 1979-
August 31, 1980.

ED 200 695

District 13 Haitian-Spanish Bilingual Program.
Funded under ESEA Title VII. Final Evaluation,
July 1, 1979-June 30, 1980.

ED 200 696

**Community School District 16, Brooklyn,
N.Y.**

Title VII-Bilingual Education Program. Com-
munity School District 16. Final Evaluation Re-
port, 1979-80.

ED 200 693

**Community School District 27, Queens,
N.Y.**

Bilingual Program Project SELL. Final Report.

ED 200 698

**Community School District 28, Queens,
N.Y.**

Title VII Bilingual Educational Approach
(B.E.A.). Community School District 28. Final
Report, 1979-1980.

ED 200 699

**Community School District 5, New York,
N.Y.**

Title VII Bilingual Bicultural Program. Com-
munity School District 5. Evaluation Report,
1979-1980.

ED 200 702

**Community School District 6, New York,
N.Y.**

Project BETA. Community School Board District
6, Manhattan. Evaluation Report, 1979-80.

ED 200 701

**Congress of the U.S., Washington, D.C.
House.**

Adoption Assistance and Child Welfare Act of
1980. Public Law 96-272, Ninety-Sixth Congress,
H.R. 3434.

ED 200 309

Higher Education. Conference Report: To Ac-
company H.R. 5192. House of Representatives,
Ninety-Sixth Congress, Second Session.

ED 200 102

Oversight of Public Law 94-142-The Education
for All Handicapped Children Act, Part 1. Hear-
ings before the Subcommittee on Select Educa-
tion of the Committee on Education and Labor,
House of Representatives, Ninety-Sixth Con-
gress, First Session (September 27, October 9, 11,
16, and 24, 1979).

ED 199 984

**Congress of the U.S., Washington, D.C.
House Committee on Merchant Marine
and Fisheries.**

Sea Training at Maritime Academies Oversight.
Hearings Before the Ad Hoc Select Subcommittee
on Maritime Education and Training of the Com-
mittee on Merchant Marine and Fisheries, House
of Representatives, Ninety-Sixth Congress, Se-
cond Session on Sea Training of United States
Merchant Marine Officers and Different Ways of
Satisfying This Requirement at the Various Mari-
time Academies.

ED 200 444

**Congress of the U.S., Washington, D.C.
House Committee on Veterans' Affairs.**

Hearing on the Rehabilitation, Education, and
Training Programs Administered by the Veteran's
Administration-Nashville, Tenn. Hearing before
the Subcommittee on Education, Training, and
Employment of the Committee on Veterans' Af-

Institution Index

fairs. House of Representatives. Ninety-Sixth Congress, Second Session (September 26, 1980).
ED 199 532

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Oversight on Education for All Handicapped Children Act, 1979. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Session on Oversight on Public Law 94-142, Education of All Handicapped Children Act (July 19, 26, and 31; October 1, 3, and 10, 1979).
ED 199 965

Oversight on Education for All Handicapped Children Act, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on Oversight on Public Law 94-142, Education for All Handicapped Children Act.
ED 199 967

Oversight on Programs for the Deaf and Hearing Impaired, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on to Examine Current Problems and Programs of the Deaf and Hearing Impaired, and to Explore Future Technological Developments Designed to Handle Their Problems.
ED 199 966

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts.
ED 199 956

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

The Adventure Book-A Curriculum Guide to School Based Adventuring with Troubled Adolescents.
ED 200 381

Conserva, Inc., Raleigh, N.C.

Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas.
ED 199 478

Cooperative Educational Service Agency 12, Portage, Wis.

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.
ED 199 991

Cooperative State Research Service (DOA), Washington, D.C.

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.
ED 200 374

Copenhagen Univ. (Denmark). Inst. of Education.

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency.
ED 200 349

Cornell Univ., Ithaca, N.Y. Dept. of Education.

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.
ED 200 437

Cornell Univ., Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

Developing Student Profiles. ISSOE: Managing Student Progress.
ED 199 517

ISSOE: Managing Student Progress. Field Test. Phase 1, Final Report.
ED 199 527

Outcomes of Occupational Education. Phase II Report.
ED 199 529

Outcomes of Occupational Education. Phase I Report.
ED 199 528

Planning Student Programs. ISSOE: Managing Student Progress.
ED 199 518

Reporting Student Progress. ISSOE: Managing Student Progress.
ED 199 519

Student Decision-Making. ISSOE: Managing Student Progress.
ED 199 520

Systems Overview. ISSOE: Managing Student Progress.
ED 199 521

Corpus Christi Univ., Tex.

Elementary School Principal Effectiveness.
ED 199 905

Council for American Private Education, Washington, D.C.

On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education.
ED 200 658

Council for Cultural Cooperation, Strasbourg (France).

Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden, May 15-17, 1979).
ED 200 378

Council for Exceptional Children, Reston, Va.

A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development.
ED 199 964

P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations.
ED 199 969

Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency.
ED 199 963

Council of Chief State School Officers, Washington, D.C.

Effective Strategies for State Education Agencies in Community Education Development: A National Assessment.
ED 199 832

Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute.
ED 199 831

The 80's: How Will Public Education Respond? A Report of the Council of Chief State School Officers' Annual Summer Institute (10th, Jeffersonville, Vermont, Just 25-August 2, 1979).
ED 199 833

Council of Ontario Universities, Toronto. Committee on Operating Grants.

A Future of Lost Opportunities? Brief to the Ontario Council on University Affairs.
ED 200 160

Council of Ontario Universities, Toronto. Office of Teaching and Learning.

Curriculum in Higher Education.
ED 200 152

Council on Higher Education, Louisville, Ky.

Introduction to the Social Sciences: Teacher's Manual.
ED 200 474

Department of Education, Washington, D.C

339

Council on International and Public Affairs, New York, N.Y.

The People's Republic of China: A Basic Handbook. Second Edition.
ED 200 469

Council on Undergraduate Research, Minneapolis, Minn.

Research in Chemistry at Private Undergraduate Colleges. Second Edition.
ED 200 455

Cresap, McCormick, and Paget, Inc., Washington, D.C.

A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980.
ED 200 176

A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980.
ED 200 177

Cuyahoga Community Coll., Cleveland, Ohio.

Faculty Workload: Full-Time Faculty Lecture Hour Workload in the Contiguous Forty-Eight States. Management Report, Series No. 24.
ED 200 291

Danish International Development Agency, Copenhagen.

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency.
ED 200 349

Dartmouth Coll., Hanover, N.H. Dept. of Education.

Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet.
ED 200 361

Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet.
ED 200 360

Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet.
ED 200 363

Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet.
ED 200 362

Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making.
ED 200 357

Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance.
ED 200 358

Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area.
ED 200 356

Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers.
ED 200 359

Deacon, Inc., Bloomington, Ind.

Fathering: The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development.
ED 200 317

Defense Documentation Center, Alexandria, Va.

Defense Technical Information Center Referral Data Bank Directory.
ED 200 256

Department of Agriculture, Washington, D.C. Science and Education Administration.

Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II—Home Economics.
ED 200 089

Department of Education, Washington, D.C.

AACTE State Associations and Public Law 94-142. ED 200 583

Citizen Education on Nuclear Technology (CENT). ED 200 396

Citizen Education on Nuclear Technology (CENT). Teacher's Guide. ED 200 397

Developing a Comprehensive Cooperative Education Program: Building a Consensus. ED 199 515

Developing a Comprehensive Cooperative Education Program: Implementing the Plan. ED 199 512

Developing a Comprehensive Cooperative Education Program: Management Information Systems. ED 199 513

Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages. ED 199 514

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program, Report 12. ED 200 283

International Education Programs of the U.S. Government: An Inventory. ED 200 508

Resource Notebook. ED 199 912

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11. ED 200 282

Selected Bibliography of Arab Educational Materials, Vol. 3, No. 2, 1978. ED 200 505

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual. ED 199 482

Student and Parent Rights in Public Education. ED 199 891

Department of Energy, Washington, D.C. Office of Solar Applications.

A Solar Energy Curriculum for Elementary Schools, Kindergarten Through Grade Six. Field Test Copy. ED 200 450

Department of Health and Human Services, Washington, D.C.

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977). ED 199 587

Department of Health, Education, and Welfare, Washington, D.C.

An Emerging Model in Rural America. Community Based Education, Paper Number Four. ED 200 382

Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute. ED 199 831

The 80's: How Will Public Education Respond? A Report of the Council of Chief State School Officers' Annual Summer Institute (10th, Jeffersonville, Vermont, Just 25-August 2, 1979). ED 199 833

Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

A Study of How Restrictive Rental Practices Affect Families with Children. ED 200 328

Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37. ED 199 882

Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7. ED 199 860

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22. ED 199 869

Compendium Listing. ED 199 856

A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19. ED 199 866

Contingency Planning. Technical Assistance Bulletin 35. ED 199 880

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook. ED 199 848

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook. ED 199 849

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook. ED 199 850

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook. ED 199 851

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook. ED 199 852

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook. ED 199 853

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook. ED 199 854

Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes. ED 199 847

The FBI Crime Resistance Program. Technical Assistance Bulletin 24. ED 199 871

Flint, Michigan, Community Schools. Technical Assistance Bulletin 21. ED 199 868

Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34. ED 199 879

"Helping Hand" Type Programs. Technical Assistance Bulletin 2. ED 199 858

National School Resource Network. Technical Assistance Bulletin 1. ED 199 857

Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17. ED 199 865

The Officer Friendly Program. Technical Assistance Bulletin 9. ED 199 862

The Open Road Student Involvement Project. Technical Assistance Bulletin 29. ED 199 874

Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15. ED 199 864

Program Resource Guide. ED 199 855

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5. ED 199 859

Resource Handbook on Discipline Codes. ED 199 885

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23. ED 199 870

School Climate Assessment Programs. Technical Assistance Bulletin 38. ED 199 883

School-Community Cooperation: Oakland's Adopt-a-School Program. Technical Assistance Bulletin 25. ED 199 872

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31. ED 199 876

School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39. ED 199 884

Training for School Bus Safety. Technical Assistance Bulletin 30. ED 199 875

Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26. ED 199 873

Visitor Control in the Schools. Technical Assistance Bulletin 20. ED 199 867

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8. ED 199 861

The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36. ED 199 881

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32. ED 199 877

Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33. ED 199 878

Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14. ED 199 863

Department of Labor, Washington, D.C.

Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2. ED 199 396

Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3. ED 199 397

The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1. ED 199 395

Department of the Air Force, Washington, D.C.

Medical Service Clinical Laboratory Procedure-Hematology. ED 200 431

Medical Service Clinical Laboratory Procedures-Bacteriology. ED 200 432

Medical Service Clinical Laboratory Procedures-Parasitology. ED 200 430

Medical Service Clinical Laboratory Procedures-Serology. ED 200 429

Department of the Army, Washington, D.C.

Medical Service Clinical Laboratory Procedure-Hematology. ED 200 431

Medical Service Clinical Laboratory Procedures-Bacteriology. ED 200 432

Medical Service Clinical Laboratory Procedures-Parasitology. ED 200 430

Medical Service Clinical Laboratory Procedures-Serology. ED 200 429

Department of the Navy, Washington, D.C.

National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980). ED 199 402

Dependents Schools (DOD), Washington, D.C.

Basic Skills Assessment Program. Parent Pamphlet, Teacher Pamphlet, and Administrator Pamphlet.

ED 200 606

Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation, Spring, 1980. Summary Report.

ED 200 607

DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.

ED 200 399

Dickinson Public School District 1, N. Dak.

Materials for Teaching Adult Functional Literacy in North Dakota; Annotated Bibliography. Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health.

ED 199 479

Documentation Centre for Education, Cairo (Egypt).

Selected Bibliography of Arab Educational Materials, Vol. 3, No. 2, 1978.

ED 200 505

Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.

Writing Right Across the Curriculum, K-12.

ED 199 700

Eastern Michigan Univ., Ypsilanti.

Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume I.

ED 200 005

Eastern Michigan Univ., Ypsilanti.**Consumer Education Center.**

Inflation: Consumers Counter the Cost of Living. A Consumer Education Curriculum Module for Grades 10-14.

ED 200 475

Eastern Montana Coll., Billings. Inst. for Rehabilitative Service.

Project Sunrise: Handicapped Children's Early Education Program: Third Year Demonstration. Final Report, July 1, 1979-June 30, 1980.

ED 199 942

Eastern New Mexico Univ., Roswell.**Dept. of Business and Office Education.**

Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978.

ED 199 511

Edmonds Community Coll., Lynwood, Wash.

Energy Management Technician Curriculum Development. Final Report.

ED 199 462

Educational Consulting Services, North Providence, R.I.

Pawtucket School Department's 1979-1980 Title IV-C: Adaptive and Corrective Program of Physical Education. Final Evaluation Report.

ED 199 955

Educational Operations Concepts, Inc., St. Paul, Minn.

An Overview of Articulation Efforts in Vocational Education: Implications for State Planning.

ED 199 558

Educational Resources Information Center (ED), Washington, D.C.

Resources in Education (RIE). Volume 16, Number 8.

ED 199 376

Educational Testing Service, Princeton, N.J.

Evaluation of Videotaped and Live Theatre Auditions.

ED 200 610

Item Bias, Test Speededness, and Rasch Tests of Fit.

ED 200 632

Educational Testing Service, Princeton, N.J. Center for Occupational and Professional Assessment.

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980.

ED 200 093

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report, October 1, 1979-December 31, 1980.

ED 200 092

Education Collaborative for Greater Boston, Inc., Cambridge, Mass.

Global Classroom Resource Guide.

ED 200 509

Education Commission of the States,**Denver, Colo.**

State Postsecondary Education Profiles Handbook, 1980 Edition.

ED 200 096

Education Commission of the States,**Denver, Colo. Dept. of Research and Information Services.**

Cuebook II. State Education Collective Bargaining Laws. Report No. F80-5.

ED 199 907

Education Development Center, Inc.,**Newton, Mass.**

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide.

ED 200 352

Education Service Center Region 20, San**Antonio, Tex.**

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979.

ED 199 393

Elementary Science Study, Newton, Mass.

Mosquitoes: A Resource Book for the Classroom.

ED 200 392

Teacher's Guide for Balloons and Gases.

ED 200 391

Teacher's Guide for Earthworms.

ED 200 393

Teacher's Guide for Senior Balancing.

ED 200 394

Elken Associates, Ann Arbor, Mich.

The Michigan Teacher and Tenure. A Study of The Michigan Teachers' Tenure Act 1980.

ED 199 821

Employment and Training Administration**(DOL), Washington, D.C.**

A Guide for Establishing and Evaluating SYEP Worksites.

ED 199 554

A Manual for Supervisors in SYEP.

ED 199 556

A Manual for Training Supervisors in SYEP.

ED 199 555

A Manual for Youth in SYEP.

ED 199 557

Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act.

ED 199 377

Emporia State Univ., Kans.

Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey.

ED 200 543

Energy and Man's Environment, Colorado Springs, Colo.

Energy Management Strategies for Home Economics Teachers.

ED 199 510

Energy and Man's Environment, Inc., Portland, Oreg.

Conservation of Energy: Idea and Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities. Section Eight.

ED 200 424

Energy & Conservation Glossary. Third Edition.

ED 200 420

Environmental Protection Agency,**Columbus, Ohio.**

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V.

ED 200 456

Environmental Protection Agency,**Washington, D. C.**

A Search for Environmental Ethics: An Initial Bibliography.

ED 200 442//

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V.

ED 200 456

ERIC Clearinghouse for Junior Colleges,**Los Angeles, Calif.**

Community Needs Assessment Surveys. Fact Sheet No. 1.

ED 200 299

Occupational Education Today. New Directions for Community Colleges, Number 33.

ED 200 286

Promises and Perils for the 1980s. Junior College Resource Review.

ED 200 281

ERIC Clearinghouse for Science,**Mathematics, and Environmental****Education, Columbus, Ohio.**

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).

ED 200 400

Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436

ERIC Clearinghouse on Counseling and**Personnel Services, Ann Arbor, Mich.**

Helping the Displaced Homemaker: One Day at a Time.

ED 199 609

Images: A Guide to Futurizing Your Classroom.

ED 199 627

Preretirement Education and Counseling.

ED 199 611

Programs and Practices in Adult Counseling.

ED 199 585

Student Affairs in the 1980s: A Decade of Crisis or Opportunity?

ED 199 610

ERIC Clearinghouse on Educational**Management, Eugene, Oreg.**

Administrators and the Courts. The Best of ERIC on Educational Management, Number 56.

ED 199 810

Merit Pay. Research Action Brief Number 15.

ED 199 828

The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.

ED 199 808

School Security. The Best of ERIC on Educational Management, Number 57.

ED 199 829

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.

ED 199 992

Culturally Diverse Exceptional Children in School.

ED 199 993

ERIC Clearinghouse on Higher Education, Washington, D.C.

Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.

ED 200 119

Student Retention Strategies. AAHE-ERIC/Higher Education Research Report No. 8, 1980.

ED 200 118

Women in Higher Education Administration: Status and Strategies.

ED 200 120

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Special Funding for Small and/or Isolated Rural Schools.

ED 200 342

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.

ED 200 586

Learning How to Teach: Processes, Effects, and Criteria.

ED 200 516

Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.

ED 200 520

Managing Teacher Stress and Burnout.

ED 200 522

Nutrition Education: Selected Resources. Bibliographies.

ED 200 521

Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.

ED 200 519

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ED 200 517

Teachers' Conceptions of Their Own Success. Current Issues.

ED 200 518

Eta Sigma Gamma, Muncie, Ind.

Selected Sources of Instructional Materials. A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education.

ED 200 552

Evaluation and Training Inst., Los Angeles, Calif.

The Development of a State Distribution System for Federal Vocational Education Funds.

ED 199 566

Evansville Univ., Ind. School of Education.

Vocabulary Development in the Classroom.

ED 200 310

EXXON Education Foundation, New York, N.Y.

A Study to Determine the Efficacy of an Individualized-Modularized Writing Course.

ED 199 740

Far West Lab. for Educational Research and Development, Berkeley, Calif.

A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report.

ED 199 990

Far West Lab. for Educational Research and Development, San Francisco, Calif. Teachers' Centers Exchange.

Profile Of A Rural Teachers' Center. Teachers' Center Exchange. Occasional Paper No. 2.

ED 200 603

Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 8.

ED 200 604

Federal Aviation Administration (DOT), Washington, D.C.

Medical Handbook for Pilots.

ED 200 433

Federal Interagency Committee on Education, Washington, D.C. International Education Task Force.

International Education Programs of the U.S. Government: An Inventory.

ED 200 508

Florida Dept. of State, Tallahassee.

Florida Interlibrary Loan Improvement Project. Final Report.

ED 200 209

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Florida Public Occupational Education Admission Standards and Practices Study.

ED 199 437

Florida State Dept. of Education, Tallahassee.

A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination.

ED 199 843

Florida Public Occupational Education Admission Standards and Practices Study.

ED 199 437

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.

ED 199 621

Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.

ED 199 620

Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.

ED 199 622

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual.

ED 199 619

Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups. Final Report, May 15, 1978-September 30, 1979.

ED 199 538

Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.

ED 199 463

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.

ED 199 618

Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.

ED 199 617

Florida State Dept. of Labor and Employment Security, Tallahassee.

Florida Public Occupational Education Admission Standards and Practices Study.

ED 199 437

Florida State Library, Tallahassee.

Florida Interlibrary Loan Improvement Project. Final Report.

ED 200 209

Florida State Univ., Tallahassee.

Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups. Final Report, May 15, 1978-September 30, 1979.

ED 199 538

Florida State Univ., Tallahassee. School of Home Economics.

Adaptations of Homemaking Skills for the Aged: Food Management. Teacher's Manual and Participant's Manual.

ED 199 621

Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.

ED 199 620

Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.

ED 199 618

Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.

ED 199 617

Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.

ED 199 622

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual.

ED 199 619

Food and Drug Administration (DHEW), Rockville, Md. Bureau of Radiological Health.

A Training Manual for Nuclear Medicine Technologists.

ED 200 428

Ford Foundation, New York, N.Y.

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.

ED 200 594

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

ED 200 098

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?

ED 200 097

Foreign Service (Dept. of State),**Washington, D.C. Foreign Service Inst.**

Le monde francophone (The Francophone World).

ED 200 026

Foundation for Human Service Studies, Ithaca, N.Y.

Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I.

ED 200 306

Freedom of Information Center, Columbia, Mo.

Litigation Costs and Self-Censorship.

ED 199 783

Minorities in the Media.

ED 199 790

Minority Broadcasting Ownership.

ED 199 791

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

A Survey of the Similarities and Differences Between Continuing Education and Younger Students.

ED 200 167

Gainesville Junior Coll., Ga.

Gainesville Junior College Community Impact Study/Needs Assessment Inventory.

ED 200 264

Garrett Park Press, Md.

Black Students in Interracial Schools: A Guide for Students, Teachers, and Parents.

ED 200 652//

Institution Index

George Washington Univ., Washington, D.C. Dept. of Health Care Sciences.
Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979.

ED 200 132

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979.

ED 200 133

Georgia Professional Standards Commission, Atlanta.

A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.

ED 200 571

Georgia Univ., Athens.

Comprehensive Treatment of Runaway Children and Their Parents.

ED 199 581

Georgia Univ., Athens. School of Social Work.

Comprehensive Treatment of Runaway Children and Their Parents.

ED 199 581

Goshen Coll., Ind.

Goshen College. Study-Service Trimester Program. A Concise Summary.

ED 200 542

Government Research Council for Congress of Elected Officials, Redwood City, Calif.

Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California).

ED 200 254

Governor's Employment and Training Office, Madison, Wis.

Private Sector Training of the Economically Disadvantaged: Key Elements of Success.

ED 199 477

Hahnemann Medical Coll. and Hospital, Philadelphia, Pa.

The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance.

ED 200 162

Hamilton Coll., Clinton, N.Y.

Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.

ED 200 609

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions.

ED 200 316

Comprehension in the Content Areas, 7-12, Strategies for Basic Skills.

ED 199 693

Framework for DOE Curriculum Improvement, 1976-1981.

ED 199 900

French Language Program Guide.

ED 200 027

German Language Program Guide.

ED 200 028

Hawaiian Language Program Guide.

ED 200 029

Japanese Language Program Guide.

ED 200 030

Procedural Handbook for the Improvement Component of the Foundation Program Assessment and Improvement System (FPAIS).

ED 199 902

Report of the Task Force on Graduation Requirements.

ED 199 901

Russian Language Program Guide.

ED 200 031

Science Curriculum Guide, Grades K-6.

ED 200 401

Spanish Program Guide.

ED 200 032

Student Performance Expectations of the Foundation Program.

ED 199 899

Hawaii State Legislature, Honolulu. Senate.

Job Sharing Pilot Project in the Department of Education: Final Evaluation. A Report to the Legislature of the State of Hawaii. No. 81-10.

ED 199 531

Hawaii Univ., Honolulu. Kapiolani Community Coll.

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program, Report 12.

ED 200 283

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11.

ED 200 282

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979.

ED 200 133

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.

Faculty Workshop on Clinical Instruction for Podiatric Medical Education. Final Report and Proceedings (June 30, 1979).

ED 200 159

Health Resources Administration (DHHS/PHS), Hyattsville, Md.

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980.

ED 200 093

Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report, October 1, 1979-December 31, 1980.

ED 200 092

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979.

ED 200 132

Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report.

ED 200 095

Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.

ED 200 134

Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.

ED 200 135

A Regional Plan for Optometric Education in the West.

ED 200 136

A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980.

ED 200 176

A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980.

ED 200 177

Hofstra Univ., Hempstead, N.Y.

Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.

ED 200 081

Home Economics Education Association, Washington, D.C.

Illinois Univ., Urbana.

343

Creating Change.

ED 199 567

Horace Mann Learning Center (ED), Washington, D.C.

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s-Research and Studies.

ED 200 403

Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education.

ED 200 402

House Republican Research Committee, Washington, D.C.

Welcome to Federal U., Campus No. 1037: Regulation and Academic Freedom.

ED 200 149

Houston Univ., Tex.

Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.

ED 199 704

Howard Univ., Washington, D.C. Dept. of Psychology.

Parent Imprisonment and Child Socialization Research Project. Executive Summary.

ED 200 319

Parent Imprisonment and Child Socialization Research Project. Final Report.

ED 200 308

Howard Univ., Washington, D.C. School of Social Work.

Parent Imprisonment and Child Socialization Research Project. Final Report.

ED 200 308

Human Resources Research Organization, Monterey, Calif. Div. 3.

An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California.

ED 200 372

Illinois State Board of Education, Springfield.

Handbook of Employment Skills for Displaced Homemakers.

ED 199 516

Implementing Guidelines. Illinois Law Providing for Sex Equity in Education (Sections 24-4, 24-7, 27-1 of The School Code of Illinois).

ED 199 926

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Health Occupations in Illinois: Executive Summary.

ED 199 508

Illinois State Board of Higher Education, Springfield.

Compensation in Illinois Institutions of Higher Education. Summary of Findings.

ED 200 157

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings.

ED 199 559

An Overview of Articulation Efforts in Vocational Education: Implications for State Planning.

ED 199 558

Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Equitunity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education.

ED 199 548

Equitunity in Vocational Education Administration: A Handbook for Women.

ED 199 547

Illinois Univ., Urbana.

An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers.

ED 199 625

Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups.

ED 199 626

A National Student Competition on Adaptive Release: A Shelter Care Facility.

ED 199 624

Illinois Univ., Urbana. Center for the Study of Reading.

Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199.

ED 199 660

Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190.

ED 199 661

Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.

ED 199 664

Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197.

ED 199 668

Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.

ED 199 667

Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.

ED 199 665

On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.

ED 199 666

Prereading: A Developmental Perspective. Technical Report No. 198.

ED 199 659

Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

ED 199 662

What Good is Orthographic Redundancy? Technical Report No. 192.

ED 199 663

Illinois Univ., Urbana. Computer-Based Education Lab.

The PLATO V Terminal.

ED 200 244

Using the Computer to Foster Creative Interaction among Students.

ED 200 243

Indiana Univ., Bloomington. School of Education.

Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.

ED 200 520

Indiana Univ., Indianapolis.

Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2.

ED 200 559

Information Futures, Pullman, Wash.

Instructional Television: Potentials or Problems.

ED 200 229

Inforonics, Littleton, Mass.

Data Input for Libraries: State-of-the-Art Report.

ED 200 216

Inner London Pre-School Playgroups Association (England).

Focus on Childminders: A Profile of the First Bunbury Drop-In Centres.

ED 200 302

Institute for Information Studies, Falls Church, Va.

Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st. Denver, Colorado, June 23-24, 1980).

ED 200 461

Institute for Responsive Education, Boston, Mass.

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary.

ED 200 661

Working Papers: Community Councils.

ED 199 918

Institute for the Future, Menlo Park, Calif.

Supporting Task-Focused Communication.

ED 199 780

Institute for Women's Concerns, Arlington, Va.

Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.

ED 199 401

Institute of International Education, New York, N.Y.

Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.

ED 200 399

Institute of Lifetime Learning, Washington, D.C.

Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).

ED 199 405

Institution of Electrical Engineers, London (England).

A Review of the IEE's Involvement in Academic Gaming.

ED 200 230

InterAmerica Research Associates, Rosslyn, Va.

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators.

ED 199 545

Intermountain Science Experience Center, Idaho Falls, Idaho.

Citizen Education on Nuclear Technology (CENT).

ED 200 396

Citizen Education on Nuclear Technology (CENT). Teacher's Guide.

ED 200 397

International Association for the Evaluation of Educational Achievement, Hamburg (West Germany).

An International Review of Minimal Competency Programs in Mathematics.

ED 200 438

International Bank for Reconstruction and Development, Washington, D.C.

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

International Center for Integrative Studies, New York, N.Y.

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s—Research and Studies.

ED 200 403

Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education.

ED 200 402

International City Management Association, Washington, D.C.

The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.

ED 200 129

International Council for Adult Education, Toronto (Ontario).

Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979).

ED 199 381

International Reading Association, Newark, Del.

The Role of Literature in Reading Instruction: Cross-Cultural Views.

ED 199 692

International Society for Educational Information, Tokyo (Japan).

Japan/United States Textbook Study Project. Joint Report.

ED 200 500

International Studies Association, Syracuse, N.Y.

International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs.

ED 200 489

Iowa Univ., Iowa City. Science Education Center.

National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23.

ED 200 443

Ironton-Lawrence County Ohio Head Start, Ironton.

The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.

ED 199 989

Japan Textbook Research Center, Tokyo.

Japan/United States Textbook Study Project. Joint Report.

ED 200 500

Jefferson Community Coll., Louisville, Ky.

Recruitment, Retention, Attrition Project.

ED 200 297

Jefferson County School District 509-J, Madras, Ore.

One School's Positive Action Plan.

ED 200 375

Jewish Board of Family and Children's Services, New York, N.Y.

Family Life and Child Development: A Selective, Annotated Bibliography Cumulative Through June 1979.

ED 200 301

Johns Hopkins Univ., Baltimore, Md.**Center for Social Organization of Schools.**

Psychosocial Environments of Black Colleges: A Theory-Based Assessment.

ED 200 660

Teacher Race and Expectations for Student Achievement.

ED 200 659

Johnson Foundation, Inc., Racine, Wis.

Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980).

ED 199 405

Josiah Macy, Jr. Foundation, New York, N.Y.

The Current Status and Future of Academic Obstetrics.

ED 200 151

Jyvaskyla Univ. (Finland). Dept. of English.

Papers in Discourse and Contrastive Discourse Analysis. Jyvaskyla Contrastive Studies. 5. Reports from the Department of English. University of Jyvaskyla, No. 6.

ED 200 064

Kansas Research Inst. for the Early Childhood Education of the Handicapped, Lawrence.

Institution Index

- Can Storybooks Really Change Behavior?
ED 200 320
The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."
ED 200 322
Infants' Perception of Visual Movement: A Review and Theoretical Analysis.
ED 200 321
Practical Parenting Instructional Code. Revised Edition.
ED 200 323
- Kansas State Dept. of Education, Topeka.**
Div. of Vocational Education.
Kansas Farm and Ranch Management Project.
ED 199 475
- Kansas State Univ., Manhattan. Coll. of Education.**
Kansas Farm and Ranch Management Project.
ED 199 475
- Kellogg Foundation, Battle Creek, Mich.**
The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.
ED 200 083
Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979.
ED 200 344
- Kentucky Univ., Lexington. Coll. of Medicine.**
Preparing Students for Their Initial Patient Encounter—An Innovative Approach.
ED 200 185
- Kentucky Univ., Lexington. Community Coll. System.**
Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80.
ED 200 262
- Kentucky Univ., Lexington. Univ. Libraries.**
Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts.
ED 200 235
- Laval Univ., Quebec (Quebec).**
International Center for Research on Bilingualism.
Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95.
ED 200 061
- Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.**
Training Program Development for Criminal Justice Agencies.
ED 199 403
- Library of Congress, Washington, D.C.**
The Best of Children's Books, 1964-1978.
ED 199 754
A Nationwide Network: Development, Governance, Support.
ED 200 210
- Library of Congress, Washington, D.C.**
National Library Service for the Blind and Physically Handicapped.
Manual Circulation Handbook for Network Libraries.
ED 200 192
- Library of Congress, Washington, D.C.**
Network Development Office.
National Union Catalog Experience: Implications for Network Planning. Network Planning Paper No. 6.
ED 200 219
- Los Angeles City Coll., Calif.**
LACC Student Survey—Fall 1980. Research Study Number 81-5.
ED 200 294
- Los Angeles Regional Family Planning Council, Calif.**

- Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.
ED 200 653
- Louisville Univ., Ky. Univ. Coll.**
Introduction to the Social Sciences: Teacher's Manual.
ED 200 474
- Lund Univ. (Sweden). Dept. of Education.**
A Bilingual Model for the Teaching of Immigrant Children.
ED 200 325
- Macquarie Univ., North Ryde (Australia). School of Education.**
An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Druiitt Early Childhood Project: Project Evaluation Report Number 7.
ED 200 304
A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Druiitt Early Childhood Project: Project Evaluation Report Number 8.
ED 200 305
- Manitoba Dept. of Education, Winnipeg.**
Declining Enrolments in Manitoba's Public Schools: Issues and Information.
ED 199 842
Subject Headings Guide: Adapted from Sears List of Subject Headings and the Canadian Companion to Sears. School Library Guide. SL-37-80.
ED 200 257
- Maryland State Board for Higher Education, Annapolis.**
Maryland Statewide Plan for Postsecondary Education. Second Annual Review.
ED 200 105
1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends.
ED 200 082
- Maryland State Dept. of Education, Baltimore.**
Project Basic Instructional Guide. Volume II. Survival Skills.
ED 200 602
Project Basic Instructional Guide. Volume II. Survival Skills. Instructional Resources.
ED 200 601
- Maryland Univ., College Park, Graduate School.**
Comprehensive Treatment of Runaway Children and Their Parents.
ED 199 581
- Massachusetts Inst. of Tech., Cambridge.**
Program in Science, Technology, and Society.
ED 200 090
- Massachusetts State Dept. of Education, Boston.**
Evaluation of Educational Personnel. A Report of the Massachusetts Board of Education Study Committee. And Supplement.
ED 199 846
- Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.**
Global Classroom Resource Guide.
ED 200 509
- Massachusetts Univ., Amherst. Univ. Libraries.**
Reference Service Manual. 1980.
ED 200 211
- McInery Foundation, Honolulu, Hawaii.**
An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions.
ED 200 316
- Memorial Univ., St. John's (Newfoundland).**
The Problems of Multiple Feedback Estimation.
ED 200 621

Ministry of Education, Bangkok

345

- Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.**
Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.
ED 199 947
- Miami-Dade Community Coll., Fla. Office of Institutional Research.**
A Summary of Standards of Academic Progress Categories by Ethnic Category; Closing Fall Term, 1980-81. Research Report No. 81-02.
ED 200 263
- Michigan Interscholastic Forensic Association, Ann Arbor.**
Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.
ED 199 768
- Michigan State Board of Education, Lansing.**
A Parent Guide to Title IX.
ED 200 673
- Michigan State Dept. of Education, Lansing.**
They Chose Greatness: Women Who Shaped America and the World.
ED 200 674
- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.**
Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students.
ED 200 663
- Michigan State Univ., East Lansing.**
Item Bias, Test Speededness, and Rasch Tests of Fit.
ED 200 632
- Michigan State Univ., East Lansing. Inst. for Research on Teaching.**
Investigations of the Diagnostic Reliability of Reading Specialists, Learning Disabilities Specialists, and Classroom Teachers: Results and Implications. Research Series No. 88.
ED 199 639
Teachers' Cognitive Activities and Overt Behaviors.
ED 200 561
- Michigan State Univ., East Lansing. School of Criminal Justice.**
Training Program Development for Criminal Justice Agencies.
ED 199 403
- Michigan Univ., Ann Arbor. Bureau of School Services.**
Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.
ED 199 768
- Michigan Univ., Ann Arbor. Inst. for Social Research.**
Correlates of Drug Use. Part 1: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8.
ED 199 616
The Politics of Educational Reform in Nineteenth-Century Massachusetts: The Controversy Over the Beverly High School in 1860. Final Report.
ED 200 495
- Midwest Race Desegregation Assistance Center, Manhattan, Kans.**
Midwest Race Desegregation Assistance Center Annotated Bibliography 1979.
ED 200 311
1980 MRDAC Resource Library Annotated Bibliography.
ED 200 666
- Ministry of Education, Bangkok (Thailand).**
Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

- ED 200 347
Ministry of Education, Copenhagen (Denmark).
 The Administration of the Institutions of Higher Education Act. (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976).
 ED 200 115
 Further and Higher Education in Denmark.
 ED 200 116
 Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980.
 ED 200 387
 Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition.
 ED 199 480
 Vocational Education and Training in Denmark.
 ED 199 481
- Ministry of Labor, Copenhagen (Denmark).**
 Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition.
 ED 199 480
- Minnesota State Dept. of Administration, St. Paul. Documents Section.**
 Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).
 ED 200 445
- Minnesota State Energy Agency, St. Paul.**
 Energy Education Materials Bibliography, K-12. 1980. Second Edition.
 ED 200 423
 Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13).
 ED 200 445
- Minnesota State Planning Agency, St. Paul.**
 Public School Educators in Minnesota. Final Report.
 ED 199 917
- Minnesota Univ., Minneapolis. Center for Research in Human Learning.**
 Development of Preschoolers' Learning, Retention, and Generalization of Concepts.
 ED 200 324
- Minnesota Univ., Minneapolis. Coll. of Education.**
 Lambrecht Shorthand Aptitude Test and Teacher's Manual.
 ED 200 641
- Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.**
 Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers.
 ED 199 388
 What Is Home Economics Education?
 ED 199 546
- Minnesota Univ., Minneapolis. Inst. of Child Development.**
 Development of Preschoolers' Learning, Retention, and Generalization of Concepts.
 ED 200 324
- Mississippi Bend Area Educational Agency, Davenport, Iowa.**
 Media Ideas Handbook.
 ED 200 241
- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.**
 Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.
 ED 199 552
- Mississippi State Univ., Mississippi State. Scholarship at a Land-Grant University.**
 ED 200 184
- Mississippi State Univ., Mississippi State. Coll. of Education.**
 Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.
 ED 199 552
- Missouri Univ., Columbia. Instructional Materials Lab.**
 Family Relationships and Parenting Education: Aging. Instructor Guide.
 ED 199 623
- Monroe Community Coll., Rochester, N.Y.**
 De-Grading Developmental Studies.
 ED 200 293
- Montana State Office of the Superintendent of Public Instruction, Helena.**
 Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1978.
 ED 200 353
- Montclair State Coll., Upper Montclair, N.J.**
 A Selected Bibliography of Functional Literacy Materials for Adult Learners.
 ED 199 551
- Montclair State Coll., Upper Montclair, N.J. Adult Continuing Education Center.**
 The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement.
 ED 199 572
 Competency-Based Adult Education Bibliography.
 ED 199 571
- Montgomery County Public Schools, Rockville, Md.**
 Short-Term Effects of Human Relations Training (HR-17): A Pre Post Comparison Group Evaluation Study.
 ED 200 664
 Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study.
 ED 200 665
- Mott (C.S.) Foundation, Flint, Mich.**
 Leadership Theories.
 ED 199 932
 Training for Planning Project. Final Report.
 ED 199 886
- Murray State Univ., Ky. Center for Innovation and Development.**
 National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act.
 ED 200 385
- Muskogee Public Library, Okla.**
 Muskogee Community Analysis: A Study of the Community of Muskogee, Oklahoma, and the Muskogee Public Library with Recommendations for the Library.
 ED 200 237
- Natchitoches Parish School Board, La.**
 Three-Dimensional LIFT Model: A Gifted-Talented High School Program.
 ED 199 940
- National Academy of Sciences, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.**
 Students and Scholars from the People's Republic of China Currently in the United States. Survey Summary.
 ED 200 080
- National Advisory Council on Vocational Education, Washington, D.C.**
 Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.
 ED 199 401
- National Advisory Council on Women's Educational Programs, Washington, D.C.**
 Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.
 ED 199 401
- National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.**
 Technical Writing: Past, Present, and Future.
 ED 199 733
- National Aeronautics and Space Administration, Washington, D.C. Div. of Public Affairs.**
 Aboard the Space Shuttle.
 ED 200 440
 The Explorer's Guide to the Universe. A Reading List for Planetary and Space Science.
 ED 200 441
- National Association for Foreign Students Affairs, Washington, D.C. China Education Clearinghouse.**
 Students and Scholars from the People's Republic of China Currently in the United States. Survey Summary.
 ED 200 080
- National Association for Research in Science Teaching.**
 National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).
 ED 200 400
- National Association for the Advancement of Humane Education.**
 Humane Education: The Status of Current Research and Knowledge. Special Report.
 ED 200 471
- National Association of Coll. and Univ. Business Officers, Washington, D.C.**
 Financial Energy Conservation Projects at Independent Colleges and Universities.
 ED 200 153
- National Association of Independent Schools, Boston, Mass.**
 Trustee Handbook. Fourth Edition.
 ED 199 830
- National Association of Secondary School Principals, Reston, Va.**
 Volunteers in the Secondary School: A Valuable Resource. The Practitioner, Vol. 7, No. 2.
 ED 199 898
- National Association of State Directors of Teacher Education and Certification.**
 Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980).
 ED 200 581
- National Association of Youth Clubs, Leicester (England).**
 Missed the Bus?
 ED 200 370
- National Center for Educational Statistics (ED), Washington, D.C.**
 Private School Data: Issues of Policy and Procedure. The Federal Perspective.
 ED 200 388
 Private Schools in American Education.
 ED 200 389
- National Center for Education Statistics (DHEW), Washington, D.C.**
 Earned Degrees Conferred 1977-78.
 ED 200 154
- National Center for Health Statistics (DHEW/PHS), Hyattsville, Md.**
 Health, United States, 1980. With Prevention Profile.
 ED 200 566

Institution Index

- National Center for Higher Education Management Systems, Boulder, Colo.**
State Postsecondary Education Profiles Handbook, 1980 Edition. ED 200 096
- National Child Labor Committee, New York, N.Y.**
A Guide for Establishing and Evaluating SYEP Worksites. ED 199 554
A Manual for Supervisors in SYEP. ED 199 556
A Manual for Training Supervisors in SYEP. ED 199 555
A Manual for Youth in SYEP. ED 199 557
- National Collegiate Athletic Association, Shawnee Mission, Kans.**
Forty-Eighth Annual Survey of Football Fatalities 1931-1979. ED 200 567
- National Commission for Cooperative Education, Boston, Mass.**
Developing a Comprehensive Cooperative Education Program: Building a Consensus. ED 199 515
Developing a Comprehensive Cooperative Education Program: Implementing the Plan. ED 199 512
Developing a Comprehensive Cooperative Education Program: Management Information Systems. ED 199 513
Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages. ED 199 514
- National Commission on Libraries and Information Science, Washington, D. C.**
National Union Catalog Experience: Implications for Network Planning. Network Planning Paper No. 6. ED 200 219
- National Council for the Social Studies, Washington, D.C.**
Japan/United States Textbook Study Project. Joint Report. ED 200 500
- National Council of Teachers of English, Urbana, Ill.**
Reading and Literature: American Achievement in International Perspective. ED 199 741
Reading Ladders for Human Relations. 6th Edition. ED 199 745//
- National Council of Teachers of Mathematics, Inc., Reston, Va.**
The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach. ED 200 425//
Teaching Statistics and Probability: 1981 Yearbook. ED 200 426//
- National Council on Employment Policy (DOL), Washington, D.C.**
Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act. ED 199 377
- National Council on Family Relations, Minneapolis, Minn.**
National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980). ED 199 402
- National Education Association, Washington, D.C.**
The Beginning Teacher: A Practical Guide to Problem Solving. ED 200 565

- Brain Research and Learning. ED 200 562
- Education in the 80's: English. ED 199 762
- Motivation. What Research Says to the Teacher. ED 200 564
- Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo. ED 199 448
- Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers. ED 199 568
- National Education Association, Washington, D.C. Committee on Professional Ethics.**
Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Reference and Resource Series. ED 200 512
- National Education Association, Washington, D.C. Research Div.**
Teacher Retirement Systems: Summary of the 1977 Survey. ED 200 563
- National Endowment for the Humanities (NEAH), Washington, D.C.**
Daring to Dream: Law and the Humanities for Elementary Schools. ED 200 468
- Terrors and Affections: Students' Perceptions of the Writing Process. ED 199 720
- National Evaluation Systems, Inc., Amherst, Mass.**
Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation, Spring, 1980. Summary Report. ED 200 607
- National Federation of State High School Associations, Kansas City, Mo.**
Forty-Eighth Annual Survey of Football Fatalities 1931-1979. ED 200 567
- National Indian Education Association, Minneapolis, Minn.**
Study of Title II of PL 93-638. ED 200 376
- National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio. Div. of Training and Manpower Development.**
Occupational and Environmental Health: A Resource Guide for Health Science Students. ED 199 449
- National Inst. for Personnel Research, Johannesburg (South Africa), Council for Scientific and Industrial Research.**
Electroencephalographic Assessment in Vocational Counselling. Special Report. ED 199 385
- National Inst. of Adult Education, Leicester (England).**
Adult Literacy: A Study of Its Impact. ED 199 473
- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.**
The Current Status and Future of Academic Obstetrics. ED 200 151
Development of Preschoolers' Learning, Retention, and Generalization of Concepts. ED 200 324
Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196. ED 199 667
- National Inst. of Education (DHEW), Washington, D.C.**
Administrators and the Courts. The Best of ERIC on Educational Management, Number 56. ED 199 810

National Inst. of Education (DHEW),

347

- American Association of School Administrators 1980 Summer Instructional Leadership Conference: A Cooperative R&D Dissemination Project. Final Report. ED 199 934
- Basic Citizenship Competencies Project. Final Report. ED 200 459
- Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume I. ED 200 005
- Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199. ED 199 660
- Career Planning Support System. A Report. ED 199 439
- Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary. ED 200 661
- Community Needs Assessment Surveys. Fact Sheet No. 1. ED 200 299
- Competency Based Education Program. Final Report, June 1, 1978-November 30, 1979. ED 199 892
- Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190. ED 199 661
- The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education. ED 200 083
- Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980. ED 200 419
- Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education. ED 199 466
- Development, Operation and Maintenance of a Coordinated Communications Network. Final Report. ED 200 249
- Educational Research, Development, and Innovation: The Institutionalization of Change in Education. ED 199 937
- Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education. ED 199 467
- The Ethnography of Schooling: Implications for Educational Policy-Making. ED 199 809
- Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193. ED 199 664
- Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197. ED 199 668
- Images: A Guide to Futurizing Your Classroom. ED 199 627
- The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79. ED 199 896
- Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196. ED 199 667
- Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194. ED 199 665
- Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education. ED 199 464
- Occupational Education Today. New Directions for Community Colleges. Number 33. ED 200 286
- On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195.

ED 199 666
On the Conduct of Site Relations in Educational Research.

ED 199 916
The Politics of Educational Reform in Nineteenth-Century Massachusetts: The Controversy Over the Beverly High School in 1860. Final Report.

ED 200 495
Prereading: A Developmental Perspective. Technical Report No. 198.

ED 199 659
Program Evaluation. Handbooks for Experience-Based Career Education.

ED 199 465
Promises and Perils for the 1980s. Junior College Resource Review.

ED 200 281
Psychosocial Environments of Black Colleges: A Theory-Based Assessment.

ED 200 660
R&D Speaks: Bilingual/Multicultural Education. Conference Proceedings (Austin, Texas, November 12-13, 1979).

ED 200 011
The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools.

ED 199 925
Research Survey of Bilingualism and Bilingual Education in the Soviet Union.

ED 200 035
The Response of the Schools to Teenage Pregnancy and Parenthood.

ED 199 629
Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

ED 199 662
School Climate and Decision Participation: Baseline Data for the Studies of Implementation.

ED 199 924
Special Purpose Dissemination Grant. Final Report.

ED 200 234
Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education.

ED 199 468
Teacher Race and Expectations for Student Achievement.

ED 200 659
Teenage Smoking: Immediate and Long-Term Patterns.

ED 199 628
Time Out for Problem Solving.

ED 200 417
Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187.

ED 199 431
What Good is Orthographic Redundancy? Technical Report No. 192.

ED 199 663

National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

ED 199 430

National Inst. of Education (ED), Washington, D.C.

Adaptation to Work: An Exploration of Processes and Outcomes.

ED 199 428
Administrative Style as a Predictor of Evaluation Utilization.

ED 200 611
Capitalization Instruction in Elementary School Textbooks.

ED 199 756
Career Education: Concepts and Practices.

ED 199 451
Career Education Linking Agents: Perspectives and Roles.

ED 199 452

Career Education Program Design.

ED 199 453
A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.

ED 200 589
Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.

ED 199 992
Cuebook II. State Education Collective Bargaining Laws. Report No. F80-5.

ED 199 907
Culturally Diverse Exceptional Children in School.

ED 199 993
Current Books on Composition: Some Reviews.

ED 199 759
Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.

ED 200 586
Faculty Cultures and Instructional Practices.

ED 200 179
Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.

ED 200 119
Getting Ready for School Improvement in Career Education.

ED 199 454
Helping the Displaced Homemaker: One Day at a Time.

ED 199 609
Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.

ED 200 354
Investigations of the Diagnostic Reliability of Reading Specialists, Learning Disabilities Specialists, and Classroom Teachers: Results and Implications. Research Series No. 88.

ED 199 639
Learning How to Teach: Processes, Effects, and Criteria.

ED 200 516
Local Opinion Surveys for Career Education.

ED 199 455
Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.

ED 200 520
Managing Teacher Stress and Burnout.

ED 200 522
Merit Pay. Research Action Brief Number 15.

ED 199 828
National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).

ED 200 400
Nutrition Education: Selected Resources. Bibliographies.

ED 200 521
On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education.

ED 200 658
A Practitioners' Guide for Achieving Student Integration in City High Schools.

ED 200 669
Preretirement Education and Counseling.

ED 199 611
The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.

ED 199 808
Profile Of A Rural Teachers' Center. Teachers' Center Exchange. Occasional Paper No. 2.

ED 200 603
Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436
Programs and Practices in Adult Counseling.

ED 199 585
Psycho-Social Influences on the Accomplishments of Mexican-American Students.

ED 200 355

Punctuation Instruction in Elementary School Textbooks.

ED 199 757
Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues.

ED 200 519
Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ED 200 517
Resources in Education (RIE). Volume 16, Number 8.

ED 199 376
School Improvement Processes in Career Education.

ED 199 456
School Security. The Best of ERIC on Educational Management, Number 57.

ED 199 829
The Scoring of Writing Samples: A Study.

ED 199 758
Sex Differences in Sixth Grade Children's Problem Solving.

ED 200 649
Special Funding for Small and/or Isolated Rural Schools.

ED 200 342
Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 8.

ED 200 604
The Status of Native American Women in Higher Education.

ED 200 364
Student Affairs in the 1980s: A Decade of Crisis or Opportunity?

ED 199 610
Student Retention Strategies. AAHE-ERIC/Higher Education Research Report No. 8, 1980.

ED 200 118
Teacher Participation in Educational Innovation: Some Insights Into Its Nature.

ED 200 593
Teachers' Cognitive Activities and Overt Behaviors.

ED 200 561
Teachers' Conceptions of Their Own Success. Current Issues.

ED 200 518
The Teaching of Employability Skills: Who's Responsible?

ED 199 429
Two Constraints to Utilization at the School Level.

ED 199 825
Women in Higher Education Administration: Status and Strategies.

ED 200 120

National Inst. of General Medical Sciences (NIH), Bethesda, Md.

Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition.

ED 200 427

National Inst. of Handicapped Research (ED), Washington, D.C.

Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980).

ED 200 461
Production Scheduling for Rehabilitation Workshops.

ED 199 539

National Inst. of Mental Health (DHEW), Rockville, Md.

Comprehensive Treatment of Runaway Children and Their Parents.

ED 199 581
Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.

ED 199 664
Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.

ED 199 665
Life Events and Two-Year Outcome in Schizophrenia.

ED 199 596

Institution Index

National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.

The "Unacknowledged" Rape Victim.

ED 199 590

National Inst. on Aging (DHEW/PHS), Bethesda, Md.

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977).

ED 199 587

National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2.

ED 200 559

National Middle School Association, Fairborn, Ohio.

Good Schools for Middle Grade Youngsters: Characteristics, Practices, and Recommendations.

ED 199 816

The Middle School: A Look Ahead.

ED 199 818

The Middle School in Profile: A Day in the Seventh Grade.

ED 199 817

Middle School Research: Selected Studies 1977-79.

ED 199 819

Middle School Research Studies, 1980.

ED 199 820

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Fairy Tales of the Sea [and] A Guide for Teachers.

ED 200 418

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Office of Coastal Zone Management.

Coastal Awareness: A Resource Guide for Teachers in Elementary Science.

ED 200 453

Coastal Awareness: A Resource Guide for Teachers in Junior High Science.

ED 200 454

National Reading Conference, Inc.

Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference.

ED 199 651

Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference.

ED 199 630

National Safety Council, Chicago, Ill.

School Safety Handbook. A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23.

ED 199 806//

National School Resource Network, Washington, D.C.

Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37.

ED 199 882

Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7.

ED 199 860

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22.

ED 199 869

Compendium Listing.

ED 199 856

A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19.

ED 199 866

Contingency Planning. Technical Assistance Bulletin 35.

ED 199 880

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook.

ED 199 848

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook.

ED 199 849

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook.

ED 199 850

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook.

ED 199 851

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook.

ED 199 852

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook.

ED 199 853

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook.

ED 199 854

Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes.

ED 199 847

The FBI Crime Resistance Program. Technical Assistance Bulletin 24.

ED 199 871

Flint, Michigan, Community Schools. Technical Assistance Bulletin 21.

ED 199 868

Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34.

ED 199 879

"Helping Hand" Type Programs. Technical Assistance Bulletin 2.

ED 199 858

National School Resource Network. Technical Assistance Bulletin 1.

ED 199 857

Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17.

ED 199 865

The Officer Friendly Program. Technical Assistance Bulletin 9.

ED 199 862

The Open Road Student Involvement Project. Technical Assistance Bulletin 29.

ED 199 874

Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15.

ED 199 864

Program Resource Guide.

ED 199 855

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5.

ED 199 859

Resource Handbook on Discipline Codes.

ED 199 885

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23.

ED 199 870

School Climate Assessment Programs. Technical Assistance Bulletin 38.

ED 199 883

School-Community Cooperation: Oakland's Adopt-a-School Program. Technical Assistance Bulletin 25.

ED 199 872

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31.

ED 199 876

School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39.

ED 199 884

Training for School Bus Safety. Technical Assistance Bulletin 30.

ED 199 875

Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26.

ED 199 873

Visitor Control in the Schools. Technical Assistance Bulletin 20.

ED 199 867

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8.

ED 199 861

The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36.

ED 199 881

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32.

ED 199 877

Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33.

ED 199 878

Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14.

ED 199 863

National Science Foundation, Washington, D.C.

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.

ED 200 589

CAUSE Grant SER77-06227. Final Report.

ED 200 075

Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.

ED 200 127

Employment Attributes of Recent Science and Engineering Graduates. Special Report.

ED 200 123

An Experimental Engineering Technology Career Program for Disadvantaged Minority Students.

ED 200 395

Human Beings and Their Environment. Final Evaluation Report.

ED 200 398

Micro-Computer Tutorial Assistance Project.

ED 200 284

Mosquitoes: A Resource Book for the Classroom.

ED 200 392

Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers.

ED 200 609

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 13, No. 4, 1979. Period Covered October-December, 1979.

ED 200 507

Selected Bibliography of Arab Educational Materials, Vol. 3, No. 2, 1978.

ED 200 505

Supporting Task-Focused Communication.

ED 199 780

Teacher's Guide for Balloons and Gases.

ED 200 391

Teacher's Guide for Earthworms.

ED 200 393

Teacher's Guide for Senior Balancing.

ED 200 394

An Urban Extension: Some Innovations. Final Project Report.

ED 200 476

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

Using the Computer to Foster Creative Interaction among Students.

ED 200 243

Verbal Behavior as Mediations of Teacher Expectation Effects.

ED 199 613

1980 Ohio Regional Conferences on Mathematics Education.

ED 200 421

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Federal R&D Obligations Will Show Real Growth in 1981 - Mostly From DOD Programs. Science Resources Studies Highlights, December 31, 1980.

ED 200 406

Tenure Practices in Universities and 4-Year Colleges Affect Faculty Turnover.

ED 200 126

National Science Foundation, Washington, D.C. Office of Intergovernmental Science Programs.

Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978.

ED 200 128

The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.

ED 200 129

National Training and Evaluation Center, New York, N.Y.

C.S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report, 1979-80.

ED 200 694

Natural Sciences and Engineering

Research Council, Ottawa (Ontario).

The Problems of Multiple Feedback Estimation.

ED 200 621

Naval Education and Training Command, Washington, D.C.

Standard First Aid Training Course. Naval Education and Training Command Rate Training Manual.

ED 200 434

Naval Training Analysis and Evaluation Group, Orlando, Fla.

Structured Interview Methodology for Collecting Training Feedback Information.

ED 199 537

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Computer Aided Authoring and Editing. Technical Note 1-81.

ED 200 247

Navy Personnel Research and

Development Center, San Diego, Calif.

Computer Managed Instruction in the Navy: II. A Comparison of Two Student/Instructor Ratios in CMI Learning Centers. Technical Report.

ED 200 226

Nebraska Univ., Lincoln.

Videodisc: An Instructional Tool for the Hearing Impaired.

ED 200 227

Nevada Univ., Reno. Bureau of Governmental Research.

Taxing & Spending in the Silver State.

ED 199 807

New Jersey State Dept. of Education, Trenton.

District-Level Plan for Conservation. Energy Conservation Guidelines 1.

ED 199 838

Energy Conservation in School Facilities. Energy Conservation Guidelines 2.

ED 199 839

Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4.

ED 199 841

Energy Conservation in the School Curriculum. Energy Conservation Guidelines 3.

ED 199 840

In the Matter of the Board of Education of the City of Trenton. Mercer County. Commissioner of Education Decision.

ED 200 670

New Mexico State Dept. of Education, Santa Fe.

Oil Industry. Solar Energy Industry. and Mining Occupations. Curriculum for Petroleum. Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978.

ED 199 511

New Mexico Univ., Albuquerque. Coll. of Education.

A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools.

ED 200 662

New South Wales Dept. of Education, Sydney (Australia).

An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 7.

ED 200 304

A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 8.

ED 200 305

New South Wales Health Commission, Sydney (Australia).

An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 7.

ED 200 304

A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 8.

ED 200 305

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980.

ED 200 700

Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80.

ED 200 705

New York City Russian Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980.

ED 200 704

A Vitalized Transitional Program for Bilingual High School Students. George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980.

ED 200 703

New York State Education Dept., Albany.

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.

ED 199 386

The Regents Statewide Plan for the Development of Postsecondary Education, 1980.

ED 200 103

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Outcomes of Occupational Education. Phase II Report.

ED 199 529

New York State Education Dept., Albany. Div. of Occupational Education Instruction.

Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review.

ED 199 540

New York State Education Dept., Albany. Div. of Occupational Education Supervision.

Developing Student Profiles. ISSOE: Managing Student Progress.

ED 199 517

ISSOE: Managing Student Progress. Field Test. Phase I, Final Report.

ED 199 527

Outcomes of Occupational Education. Phase II Report.

ED 199 529

Outcomes of Occupational Education. Phase I Report.

ED 199 528

Planning Student Programs. ISSOE: Managing Student Progress.

ED 199 518

Reporting Student Progress. ISSOE: Managing Student Progress.

ED 199 519

Student Decision-Making. ISSOE: Managing Student Progress.

ED 199 520

Systems Overview. ISSOE: Managing Student Progress.

ED 199 521

New York State Education Dept., Albany. Div. of Pupil Personnel Services.

Grading Attendance: Does It Reduce Absenteeism?

ED 199 408

New York State Education Dept. Albany. Grants Administration Unit.

Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80).

ED 199 530

New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Guidebook for Vocational Education for the Handicapped. Revised.

ED 199 522

New York State English Council.

Focus on Literature.

ED 199 714

New York State Library, Albany.

Dictionary Catalog of Official Publications of the State of New York. Monographs Cataloged by the New York State Library, 1980, No. 2, January 1, 1980 to July 11, 1980.

ED 200 250

New York Univ., N.Y. Graduate School of Public Administration.

The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79.

ED 199 896

North Carolina Central Univ., Durham. Inst. on Desegregation.

The Impact of Desegregation on Higher Education. Proceedings of the National Conference on Desegregation in Higher Education (Raleigh, North Carolina, July 18-20, 1979).

ED 200 675/1

North Carolina State Dept. of Public Instruction, Raleigh.

Education for the Gifted in Science and Mathematics. Revised.

ED 199 938

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.

Pupil Population Projections: Essential Tools for Educational Planners.

ED 199 895

North Carolina State Univ., Raleigh. Agricultural Experiment Station.

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.

ED 200 374

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Issues of Common Concern: A Report of the HCEEP Minority Leadership Workshop.

ED 199 946

North Dakota State Univ., Fargo. Coll. of Home Economics.

Measuring Attitude Change Toward Special Needs Learners. Final Report.

ED 200 539

North Dakota Univ., Grand Forks. Div. of Continuing Education.

Materials for Teaching Adult Functional Literacy in North Dakota: Annotated Bibliography. Occupational Knowledge. Community Resources. Government and Law. Consumer Economics. Health.

ED 199 479

Northeastern Illinois Univ., Chicago.

Collective Bargaining in Higher Education Systems: A Study of Four States.

ED 200 183

Northern Illinois Univ., DeKalb. Libraries.

Introducing the College-Bound Student to the Academic Library: A Case Study.

ED 200 236

Northern New Mexico Community Coll., El Rito.

Auto Mechanics Modules 1-6: Bilingual Vocational Language Development Workbook.

ED 199 486

Barbering/Cosmetology, Module 6-10: Bilingual Vocational Language Development Workbook.

ED 199 502

Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair.

ED 199 495

Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety.

ED 199 487

Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System.

ED 199 488

Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System.

ED 199 489

Bilingual Skills Training Program. Auto Mechanics. Module 4.0: The Automotive Electrical System.

ED 199 490

Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions.

ED 199 491

Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope.

ED 199 492

Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology.

ED 199 497

Bilingual Skills Training Program. Barbering/Cosmetology. Module 10.0: Circulatory System.

ED 199 507

Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation.

ED 199 498

Bilingual Skills Training Program. Barbering/Cosmetology. Module 3.0: Cells.

ED 199 499

Bilingual Skills Training Program. Barbering/Cosmetology. Module 4.0: Skeletal System.

ED 199 500

Bilingual Skills Training Program. Barbering/Cosmetology. Module 5.0: Nervous System.

ED 199 501

Bilingual Skills Training Program. Barbering/Cosmetology. Module 6.0: Muscular System.

ED 199 503

Bilingual Skills Training Program. Barbering/Cosmetology. Module 7.0: Endocrine System.

ED 199 504

Bilingual Skills Training Program. Barbering/Cosmetology. Module 8.0: Excretory System.

ED 199 505

Bilingual Skills Training Program. Barbering/Cosmetology. Module 9.0: Respiratory System.

ED 199 506

Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes.

ED 199 483

Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety.

ED 199 484

Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products.

ED 199 485

Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body.

ED 199 493

Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment.

ED 199 494

Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding.

ED 199 496

Northwestern Univ., Evanston, Ill. Center for the Interdisciplinary Study of Science and Technology.

Educational Research, Development, and Innovation: The Institutionalization of Change in Education.

ED 199 937

Northwest Regional Educational Lab., Portland, Oreg.

Competency Based Education Program. Final Report, June 1, 1978-November 30, 1979.

ED 199 892

Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education.

ED 199 466

Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education.

ED 199 467

Management & Organization: Program Planning & Governance, Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education.

ED 199 464

Program Evaluation. Handbooks for Experience-Based Career Education.

ED 199 465

Student and Parent Rights in Public Education.

ED 199 891

Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education.

ED 199 468

North York Board of Education, Willowdale (Ontario).

Futures Research: Financial Planning. Research Report.

ED 199 894

Survey of Secondary School Perceptions. Research Report.

ED 199 893

Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980.

ED 200 695

Bilingual Program Project SELL. Final Report.

ED 200 698

C.S. 211 Bilingual Gifted and Talented Program.

Final Evaluation Report, 1979-80.

ED 200 694

District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980.

ED 200 696

ESEA Title VII Chinese Bilingual Program. Community School District One. Final Evaluation Report, 1979-1980.

ED 200 697

Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980.

ED 200 700

Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80.

ED 200 705

New York City Russian Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980.

ED 200 704

Project BETA. Community School Board District 6, Manhattan. Evaluation Report, 1979-80.

ED 200 701

Title VII Bilingual Bicultural Program. Community School District 5. Evaluation Report, 1979-1980.

ED 200 702

Title VII Bilingual Educational Approach (B.E.A.). Community School District 28. Final Report, 1979-1980.

ED 200 699

Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80.

ED 200 693

A Vitalized Transitional Program for Bilingual High School Students, George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980.

ED 200 703

Office of Child Development (DHEW), Washington, D.C.

Parent Imprisonment and Child Socialization Research Project. Executive Summary.

ED 200 319

Parent Imprisonment and Child Socialization Research Project. Final Report.

ED 200 308

The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.

ED 199 989

Office of Education (DHEW), Washington, D.C.

Adopting the RIPPS Program. Monograph 6.

ED 199 683

Black Chronicle: An American History Textbook Supplement. Revised.

ED 200 506

Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy.

ED 199 906

Early Identification & Readiness Program. Monograph 3.

ED 199 680

Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment.

ED 200 386

Effective Strategies for State Education Agencies in Community Education Development: A National Assessment.

ED 199 832

Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers.

ED 199 388

Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.

ED 199 509

Health Careers Curriculum Modules.

ED 199 525

A Hero Ain't Nothing But A Great Big Sandwich. A Global Perspectives Experimental Unit.

ED 200 472

International Education Programs of the U.S. Government: An Inventory.

ED 200 508

Kindergarten-How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook.

ED 199 678

Leadership Theories.

ED 199 932

A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools.

ED 200 662

Materials for Teaching Adult Functional Literacy in North Dakota; Annotated Bibliography. Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health.

ED 199 479

A Model Demonstration Service Delivery Continuum for Preschool Handicapped Children. Final Program Performance Report, July 1, 1979-June 30, 1980.

ED 199 985

Parent-Infant Early Education Program, Central Institute for the Deaf, St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979.

ED 199 957

Parenting. Monograph 5.

ED 199 682

- Project Sunrise: Handicapped Children's Early Education Program: Third Year Demonstration. Final Report, July 1, 1979-June 30, 1980. ED 199 942
- Pupil Personnel Services. Monograph 4. ED 199 681
- Reading Instruction & Pupil Personnel Services (RIPPS). ED 199 677
- The RIPPS Reading Program. Monograph 1. ED 199 679
- RIPPS Student Selection Process. Monograph 8. ED 199 684
- San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979. ED 199 393
- Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 13, No. 4, 1979. Period Covered October-December, 1979. ED 200 507
- Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980. ED 199 524
- Training for Planning Project. Final Report. ED 199 886
- Uses of State Administered Federal Education Funds. Fiscal Years 1977 and 1978 (Under Section 437, General Education Provisions Act). Fourth Annual Report of the U.S. Commissioner of Education to the Senate Committee on Labor and Human Resources [and] House Committee on Education and Labor. ED 199 890
- Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.**
- Community-Based Ethnic Heritage Studies Program. Final Report. ED 200 483
- Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.**
- CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts. ED 199 956
- Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.**
- A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report. ED 200 651
- Office of Education (DHEW), Washington, D.C. Teacher Corps.**
- An Emerging Model in Rural America. Community Based Education, Paper Number Four. ED 200 382
- Working Papers: Community Councils. ED 199 918
- Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.**
- Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research. ED 199 536
- Office of Human Development Services (DHHS), Washington, D.C.**
- Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980). ED 200 461
- Office of International Education (ED), Washington, D.C.**
- Education in the People's Republic of China. A Selective Annotated Bibliography of Materials Published in the English Language 1971-1976. ED 200 487
- Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978. Final Report. ED 200 012

- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.**
- An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers. ED 199 625
- Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups. ED 199 626
- A National Student Competition on Adaptive Re-use: A Shelter Care Facility. ED 199 624
- Office of Radio and TV for Learning, Boston, Mass.**
- Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students. ED 199 434
- Working on Working. Innovators of Vocational Programs for Handicapped High School Students. ED 199 433
- Office of Special Education and Rehabilitative Services (ED), Washington, D.C. Div. of Innovation and Development.**
- Expanding Opportunities: Vocational Education for the Handicapped. ED 199 949
- Office of Special Education (ED), Washington, D.C.**
- A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development. ED 199 964
- A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume I: Executive Summary. Final Report. ED 199 970
- A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume III: Basic Survey Findings. Final Report. ED 199 972
- A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume II: Introduction, Methodology, and Instrumentation. Final Report. ED 199 971
- A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume IV: Retrospective Longitudinal Substudy Findings. Final Report. ED 199 973
- A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume V: State/Special Facility Substudy Findings. Final Report. ED 199 974
- A National Survey of Individualized Education Programs (IEPs) for Handicapped Children: Follow-Up Study of the IEP Development Process. Final Report. ED 199 975
- P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations. ED 199 969
- Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency. ED 199 963
- Program Evaluation in Vocational Rehabilitation: Observations, No. 2. ED 199 458
- A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report. ED 199 976
- Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.**
- Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980. ED 199 457
- Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.**
- Adaptive Mental Testing: The State of the Art. ED 200 612

- Office of Vocational and Adult Education (ED), Washington, D.C.**
- Analysis of Key Federal Legislation Affecting Vocational Education for Indians. ED 199 390
- Comprehensive Planning Task. Description of Procedures. ED 199 391
- The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202. ED 199 435
- Energy: Factors Influencing Vocational Education Policy. Information Series No. 220. ED 199 443
- Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221. ED 199 444
- Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas. ED 199 478
- Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs. ED 199 392
- Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218. ED 199 441
- Licensure: What Vocational Educators Should Know. Information Series No. 219. ED 199 442
- Productivity: Vocational Education's Role. Information Series No. 223. ED 199 446
- Short Term Skill Training. Alternative Approaches. Information Series No. 222. ED 199 445
- Ohio Board of Regents, Columbus.**
- Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. I. ED 199 387
- Ohio Dept. of State, Columbus.**
- Practical Politics. Revised Edition. ED 200 498
- Ohio State Bar Association, Columbus.**
- Learning About Law. A Law-Related Instructional Unit for Children in Grades 5 and 6. ED 200 501
- Learning About Responsibilities. A Law-Related Instructional Unit for Children in Grades 5 and 6. ED 200 502
- Responsibility and You. A Law Related Unit for Grades 2 and 3. ED 200 504
- Rules, Rules, Rules. A Law Related Unit for Grades 2 and 3. ED 200 503
- Ohio State Dept. of Economic and Community Development, Columbus.**
- Office of Criminal Justice Services.**
- Learning About Law. A Law-Related Instructional Unit for Children in Grades 5 and 6. ED 200 501
- Learning About Responsibilities. A Law-Related Instructional Unit for Children in Grades 5 and 6. ED 200 502
- Responsibility and You. A Law Related Unit for Grades 2 and 3. ED 200 504
- Rules, Rules, Rules. A Law Related Unit for Grades 2 and 3. ED 200 503
- Ohio State Dept. of Education, Columbus.**
- Practical Politics. Revised Edition. ED 200 498
- Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.**
- PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980. ED 200 672

Ohio State Dept. of Education, Columbus.**Div. of Vocational Home Economics.**

Working with the Handicapped in the Vocational Home Economics Classroom.

ED 199 470

Ohio State Library, Columbus.

A Planning Process for Automated Shared Circulation Systems.

ED 200 233

Ohio State Univ., Columbus. Center for**Science and Mathematics Education.**

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

Ohio State Univ., Columbus. Mershon**Center.**

Basic Citizenship Competencies Project. Final Report.

ED 200 459

Ohio State Univ., Columbus. National**Center for Research in Vocational****Education.**

Adaptation to Work: An Exploration of Processes and Outcomes.

ED 199 428

Analysis of Key Federal Legislation Affecting Vocational Education for Indians.

ED 199 390

Can Research Help Mentally Handicapped Learners Explore Careers?

ED 199 541

Can Research Improve Career Guidance Programs in Rural Schools?

ED 199 542

Career Planning Support System. A Report.

ED 199 439

Comprehensive Planning Task. Description of Procedures.

ED 199 391

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

ED 199 430

Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education.

ED 199 543

The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202.

ED 199 435

Energy: Factors Influencing Vocational Education Policy. Information Series No. 220.

ED 199 443

Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

ED 199 444

Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs.

ED 199 392

Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.

ED 199 441

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume I.

ED 199 549

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II.

ED 199 550

Licensure: What Vocational Educators Should Know. Information Series No. 219.

ED 199 442

Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13.

ED 199 379

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1.

ED 199 409

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2.

ED 199 410

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3.

ED 199 411

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1.

ED 199 412

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2.

ED 199 413

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3.

ED 199 414

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.

ED 199 415

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5.

ED 199 416

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6.

ED 199 417

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7.

ED 199 418

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1.

ED 199 419

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2.

ED 199 420

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

ED 199 421

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.

ED 199 422

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.

ED 199 423

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.

ED 199 424

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.

ED 199 425

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.

ED 199 426

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

ED 199 427

Productivity: Vocational Education's Role. Information Series No. 223.

ED 199 446

Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont.

ED 199 382

Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory.

ED 199 560

Short Term Skill Training. Alternative Approaches. Information Series No. 222.

ED 199 445

The Teaching of Employability Skills: Who's Responsible?

ED 199 429

The Unemployment Numbers Is the Message. Occasional Paper No. 38.

ED 199 432

Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187.

ED 199 431

Ohio State Univ., Columbus, Ohio.**Information Reference Center for Science,****Mathematics, and Environmental****Education.**

The Environmental Communication Ecosystem: A Situation Report.

ED 200 451

An International Review of Minimal Competency Programs in Mathematics.

ED 200 438

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V.

ED 200 456

Ohio Univ., Athens. Coll. of Education.

1980 Ohio Regional Conferences on Mathematics Education.

ED 200 421

Okaloosa-Walton Junior Coll., Niceville, Fla.

Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs.

ED 199 394

Vocational Instructor's Survival Guide.

ED 199 406

Oklahoma State Board of Vocational and**Technical Education, Stillwater.****Curriculum and Instructional Materials****Center.**

Power Line Technician's Training. Instructional Units.

ED 199 460

Supplement for Teaching Distributive Education II: Course of Study.

ED 199 469

Oklahoma State Univ., Stillwater.

Supplement for Teaching Distributive Education II: Course of Study.

ED 199 469

Ontario Dept. of Education, Toronto.

Futures Research: Financial Planning. Research Report.

ED 199 894

Le français parle en situation minoritaire: Volume II (Spoken French in a Minority Situation).

ED 200 017

Les écoles secondaires de langue française en Ontario: Dix ans après (French Language Secondary Schools in Ontario: Ten Years Later).

ED 200 037

Ontario Inst. for Studies in Education, Toronto.

Interview Schedule for Studying Some Basic Characteristics of Learning Projects.

ED 199 398

Ontario Ministry of Colleges and Universities, Toronto.

Les écoles secondaires de langue française en Ontario: Dix ans après (French Language Secondary Schools in Ontario: Ten Years Later).
ED 200 037

Ontario Ministry of Community and Social Services, Toronto.

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.
ED 200 348

Open Univ., Walton, Bletchley, Bucks (England).

Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.
ED 199 383

Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.
ED 199 384

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

An Example of the Quality of Students' Understanding: Initial Conceptions of Psychology.
ED 200 464

Orange County Public Schools, Orlando, Fla.

A Common Sense Communication Almanac: A Guide for Regular and Exceptional Educators Who Work with Exceptional Children.
ED 199 968

Oregon School Study Council, Eugene.

Tillamook's Learning Disabilities Program for Secondary Students. OSSC Bulletin, Vol. 24, No. 5.
ED 199 889

Oregon Univ., Eugene. Center for Educational Policy and Management.

On the Conduct of Site Relations in Educational Research.
ED 199 916

Organisation for Economic Cooperation and Development, Paris (France).

United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education.
ED 200 686/1

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.
ED 200 164

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.
ED 200 079

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.
ED 200 078

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report.
ED 200 165

ORI, Inc., Bethesda, Md. Information Systems Div.

Resources in Education (RIE). Volume 16, Number 8.
ED 199 376

Pacific Soundings Press, Berkeley, Calif.

Strategies for Change.
ED 200 113

Partnership for Rural Improvement, Pullman, Wash.

Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979.
ED 200 344

Peace Corps, Washington, D.C.

Guarani Basic Course, Part I.
ED 200 014

Guarani Basic Course, Volume II.
ED 200 015

Pennsylvania Commission for Women, Harrisburg.

Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.
ED 199 440

Pennsylvania Library Association, Pittsburgh.

A Directory of Library Instruction Programs in Pennsylvania Academic Libraries.
ED 200 225

Pennsylvania State Dept. of Education, Harrisburg.

An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment.
ED 200 627

Pennsylvania's Energy Curriculum for the Primary Grades.
ED 200 407

Pennsylvania's Energy Curriculum for the Secondary Grades: Biological Science.
ED 200 409

Pennsylvania's Energy Curriculum for the Secondary Grades: Earth Science.
ED 200 410

Pennsylvania's Energy Curriculum for the Secondary Grades: English.
ED 200 411

Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics.
ED 200 412

Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts.
ED 200 413

Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module.
ED 200 408

Pennsylvania's Energy Curriculum for the Secondary Grades: Social Studies.
ED 200 414

School Emergency Planning Guide.
ED 199 888

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.
ED 199 378

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16.
ED 199 380

Pennsylvania State Governor's Energy Council, Harrisburg.

Pennsylvania's Energy Curriculum for the Primary Grades.
ED 200 407

Pennsylvania's Energy Curriculum for the Secondary Grades: Biological Science.
ED 200 409

Pennsylvania's Energy Curriculum for the Secondary Grades: Earth Science.
ED 200 410

Pennsylvania's Energy Curriculum for the Secondary Grades: English.
ED 200 411

Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics.
ED 200 412

Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts.
ED 200 413

Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module.
ED 200 408

Pennsylvania's Energy Curriculum for the Secondary Grades: Social Studies.
ED 200 414

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.
ED 199 378

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16.
ED 199 380

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools.
ED 200 473

Phoenix Union High School District, Ariz.

Hearing Resource Program, 1979-1980. Report No. 33:10:79/80:003.
ED 199 948

Pittsburgh Univ., Pa.

The Retention Committee, University of Pittsburgh. A Report to the Provost.
ED 200 178

Pittsburgh Univ., Pa. Graduate School of Business.

Written Communication at the Managerial and Technical Levels: A Case Study. Working Paper 413.
ED 199 749

Pittsburgh Univ., Pa. Learning Research and Development Center.

Time Out for Problem Solving.
ED 200 417

Planning Associates, Merced, Calif.

Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980.
ED 199 524

Policy Research Inc., Baltimore, Md.

Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980.
ED 200 134

Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980.
ED 200 135

Portland State Univ., Oreg.

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.
ED 199 474

Portsmouth School Dept., R.I.

Adopting the RIPPS Program. Monograph 6.
ED 199 683

Early Identification & Readiness Program. Monograph 3.
ED 199 680

Kindergarten-How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook.
ED 199 678

Parenting. Monograph 5.
ED 199 682

Pupil Personnel Services. Monograph 4.
ED 199 681

Reading Instruction & Pupil Personnel Services (RIPPS).
ED 199 677

The RIPPS Reading Program. Monograph 1.
ED 199 679

RIPPS Student Selection Process. Monograph 8.
ED 199 684

President's Committee on Employment of the Handicapped, Washington, D.C.

The Disabled College Freshman.
ED 199 959

President's Committee on Mental Retardation, Washington, D.C.

Proceedings of a National Multicultural Seminar on Mental Retardation among Minority Disadvantaged Populations (Norfolk, Virginia, October 10-12, 1977).

ED 199 953

Project Adventure, Hamilton, Mass.

Project Adventure Summer Trip—June 25-July 16, 1972.

ED 200 365

Public Health Service (DHEW), Rockville, Md.

Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition.

ED 200 427

Public Service Commission of Canada, Ottawa (Ontario). Language Training Branch.

Telephone Gambits. A Module for Teaching Telephone English to Second Language Learners.

ED 200 042

Public Service Co. of Colorado, Denver.

Energy Management Strategies for Home Economics Teachers.

ED 199 510

Puerto Rico Univ., Rio Piedras.

La Migración Como Una Transición Crítica para la Persona en Su Ambiente. Una Interpretación Organísmica Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.)

ED 200 668

Queensland Univ., Brisbane (Australia).**Fred and Eleanor Schonell Educational Research Centre.**

Too Late at Eight: Prevention and Intervention. Young Children's Learning Difficulties.

ED 199 988

Rachel Carson Council, Inc., Washington, D.C.

A Search for Environmental Ethics: An Initial Bibliography.

ED 200 442//

Radeliffe Coll., Cambridge, Mass.

Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research.

ED 199 536

Rand Corp., Santa Monica, Calif.

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.

ED 200 594

The Response of the Schools to Teenage Pregnancy and Parenthood.

ED 199 629

Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note.

ED 199 450

Rehab Group, Inc., Arlington, Va.

A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report.

ED 200 651

Rehabilitation Services Administration (DHEW), Washington, D.C.

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.

ED 199 474

Research for Better Schools, Inc., Philadelphia, Pa.

Career Education: Concepts and Practices.

ED 199 451

Career Education Linking Agents: Perspectives and Roles.

ED 199 452

Career Education Program Design.

ED 199 453

Getting Ready for School Improvement in Career Education.

ED 199 454

Local Opinion Surveys for Career Education.

ED 199 455

Multicultural Education for Practitioners.

ED 200 477

School Improvement Processes in Career Education.

ED 199 456

Teacher Participation in Educational Innovation: Some Insights Into Its Nature.

ED 200 593

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume I: Executive Summary. Final Report.

ED 199 970

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume III: Basic Survey Findings. Final Report.

ED 199 972

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume II: Introduction, Methodology, and Instrumentation. Final Report.

ED 199 971

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume IV: Retrospective Longitudinal Substudy Findings. Final Report.

ED 199 973

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume V: State/Special Facility Substudy Findings. Final Report.

ED 199 974

A National Survey of Individualized Education Programs (IEPs) for Handicapped Children: Follow-Up Study of the IEP Development Process. Final Report.

ED 199 975

A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report.

ED 199 976

Rhode Island Coll., Providence.

A Model Demonstration Service Delivery Continuum for Preschool Handicapped Children. Final Program Performance Report. July 1, 1979-June 30, 1980.

ED 199 985

Riverside County Superintendent of Schools, Calif.

Peer Group Counseling 1980-81.

ED 199 586

Saint Francis Xavier Univ., Antigonish (Nova Scotia).

Notes & Quotes on Adult Learning.

ED 199 389

San Bernardino County Superintendent of Schools, Calif.

Health Careers Curriculum Modules.

ED 199 525

San Jose State Univ., Calif.

New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum.

ED 199 526

San Mateo County Peninsula Library System, Redwood City, Calif.

Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California).

ED 200 254

Seattle School District 1, Wash.

The Effects of Closing Five Schools in 1979 on School District Enrollments.

ED 199 923

Shell Companies Foundation, New York, N.Y.

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

Smithsonian Institution, Washington, D.C.

A Search for Environmental Ethics: An Initial Bibliography.

ED 200 442//

Social Science Education Consortium, Inc., Boulder, Colo.

Basic Citizenship Competencies Project. Final Report.

ED 200 459

Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

The Problems of Multiple Feedback Estimation.

ED 200 621

Social Studies Development Center, Bloomington, Ind.

Japan/United States Textbook Study Project. Joint Report.

ED 200 500

South Australian Dept. of Further Education, Adelaide.

The Planning and Implementation of an Australian TAFE Clearinghouse System.

ED 199 553

South Carolina State Dept. of Education, Columbia.

Annotated Listing of South Carolina Department of Education Publications.

ED 200 246

Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980 Administration.

ED 200 332

Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.

ED 200 249

Southern Education Foundation, Atlanta, Ga.

Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System.

ED 200 687

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Equitunity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education.

ED 199 548

Equitunity in Vocational Education Administration: A Handbook for Women.

ED 199 547

Southern Regional Education Board, Atlanta, Ga.

A Roundup of State and Local Tax Developments. Financing Higher Education.

ED 200 101

South Oklahoma City Junior Coll., Okla.

Micro-Computer Tutorial Assistance Project.

ED 200 284

South Pacific Commission, Noumea (New Caledonia).

Mele-Maat: First Year Evaluation of a British Primary School in the New Hebrides.

ED 200 318

Southwest Educational Development Lab., Austin, Tex.

Aesthetic Patterning of Verbal Art and the Performance-Centered Text.

ED 200 051

The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication.

ED 200 052

Interjected Routines as Metanarrative Commentary.

ED 199 996

Of Puppet Voices and Interlocutors: Exposing Essences of Puppetry and Speech.

ED 200 048

The Other "Come" in Black English.

ED 200 046

R&D Speaks: Bilingual/Multicultural Education. Conference Proceedings (Austin, Texas, November 12-13, 1979).

ED 200 011

- The Secretary as an Information Resource.
ED 200 047
The Use and Analysis of Uncommon Forms of Address: A Business Example.
ED 200 049
- South-Western Publishing Co., Cincinnati, Ohio.**
Mainstreaming in Business Education. Monograph 135.
ED 199 438
- Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.**
Capitalization Instruction in Elementary School Textbooks.
ED 199 756
Current Books on Composition: Some Reviews.
ED 199 759
Punctuation Instruction in Elementary School Textbooks.
ED 199 757
The Scoring of Writing Samples: A Study.
ED 199 758
- Spencer Foundation, Chicago, Ill.**
The Experience of Teacher Training. A Case Study.
ED 200 588
- SRI International, Menlo Park, Calif.**
A Study Of Teacher Concerns Within The Teacher Corps Program.
ED 200 592
- Stanford Univ., Calif. Dept. of Linguistics.**
Acquisition of Temporal and Aspectual Distinctions in Mandarin.
ED 200 006
The Ontogenesis of Hypothetical Reference.
ED 200 010
Pragmatic Conditions on Learning How to Refer to Localities.
ED 200 009
Up Front: The Acquisition of a Concept and a Word.
ED 200 007
Why Do Children Say What They Say When They Say It? An Experimental Approach to the Psychogenesis of Presupposition.
ED 200 008
- Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.**
The Ethnography of Schooling: Implications for Educational Policy-Making.
ED 199 809
- State Higher Education Executive Officers Association.**
State Postsecondary Education Profiles Handbook, 1980 Edition.
ED 200 096
- State Univ. of New York, Buffalo, Student Testing and Research Office.**
College Student Perceptions Four Year Follow-up: 1973-77, Characteristics of Freshmen Associated with Retention.
ED 200 125
- State Univ. of New York, Farmingdale, Agricultural and Technical Coll.**
Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.
ED 199 386
- State Univ. of New York, Ithaca, Coll. of Agriculture and Life Sciences at Cornell Univ.**
The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.
ED 200 437
- State Univ. of New York, Utica.**
Grading Attendance: Does It Reduce Absenteeism?
ED 199 408
- Stevens Inst. of Tech., Hoboken, N.J.**
Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.
ED 200 127
- Stoughton Area School District, Wisconsin.**
The "Basics" Relative to School Climate.
ED 199 936
- Swedish National Federation of Adult Education Associations, Stockholm.**
Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979).
ED 199 381
- TDR Associates, Inc., Newton, Mass.**
A Practitioners' Guide for Achieving Student Integration in City High Schools.
ED 200 669
- Teaching Research Infant and Child Center, Monmouth, Oreg.**
Training Systems for Institutions. Teaching Research, Vol. IX, No. 1.
ED 199 954
- Temple Univ., Philadelphia, Pa. Coll. of Engineering Technology.**
An Experimental Engineering Technology Career Program for Disadvantaged Minority Students.
ED 200 395
- Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.**
Camp Unit Design Guidelines.
ED 200 513
- Texas A and M Univ., College Station, Coll. of Education.**
Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners.
ED 200 524
- Texas A and M Univ., College Station, Sea Grant Coll. Program.**
Fairy Tales of the Sea [and] A Guide for Teachers.
ED 200 418
- Texas Coll. and Univ. System, Austin, Coordinating Board.**
Informing the Future: A Plan for Higher Education for the Eighties.
ED 200 138
Informing the Future: A Plan for Higher Education for the Eighties. Working Papers.
ED 200 139
- Texas Education Agency, Austin, Div. of Curriculum Development.**
Integral Elements of an Effective Mathematics Program.
ED 200 415
- Texas Joint Council of Teachers of English, Houston.**
In Search of the "Write" Way.
ED 199 713
- T.H.E. Clinic for Women, Inc., Los Angeles, Calif.**
Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.
ED 200 653
- Thomas Jefferson Research Center, Pasadena, Calif.**
Character Education Curriculum [and] Achievement Skills: Guidelines for Personal Success, Level I Junior High, Ages 11-14, Course Description [and] Level II, High School, Ages 15-18, Course Description.
ED 200 463
- Tokyo Gakugei Univ. (Japan), Research Inst. for the Education of Exceptional Children.**
Negative Component of Visual Evoked Potential in Children with Cognitive Processing.
ED 200 300
- Toronto Board of Education (Ontario).**
Final Report of Sub-Committee on Race Relations.
ED 200 650
- United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand), Regional Office for Education in Asia and Oceania.**
Developing Instructional Materials for Productive Skills. Report of a Study Group Meeting (Jakarta, Indonesia, October 2-17, 1979).
ED 199 815
National Strategies for Curriculum Design and Development. Report of a High-Level Personnel Study and Seminar on Design of Curricula (Australia, September 10-22, 1979).
ED 199 814
- United Nations Educational, Scientific, and Cultural Organization, Paris (France).**
European Regional Seminar on Implementation of the UNESCO Recommendation Concerning Education for International Understanding. Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (Sofia, Bulgaria, 15-20 October 1979). Final Report.
ED 200 479
International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (UNESCO House, Paris, September 8-12, 1980). Final Report.
ED 200 478
Peruvian Rural School Construction System. SERP 71: Sierra Type.
ED 200 345
The Protection of Journalists. New Communication Order 4.
ED 199 696
- United Nations High Commission for Refugees, Washington, D.C.**
A Bibliography on Refugees as It Appeared in UNHCR Newspaper No. 4, October-November, 1980. A Selection with Comments by Professor Barry Stein of Michigan State University, USA.
ED 200 671
- University of New England, Armidale (Australia).**
A Case for Establishing a Teaching and Learning Service Unit at U.N.E.
ED 200 073
- University of South Alabama, Mobile.**
University of South Alabama Dialect Tape Center: Audio Tape Resources.
ED 199 782
- University of West Florida, Pensacola.**
Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.
ED 199 463
- Uppsala Univ. (Sweden), Inst. of Education.**
The PANG Project. Process Analysis of Non-Grading. Project No. 214.
ED 200 613
- Urban Inst., Washington, D.C.**
Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2.
ED 199 396
Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.
ED 199 397
The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1.
ED 199 395
- Utah State Board of Education, Salt Lake City.**
The Annual Report of the Special Purpose Educational Programs Funded by the Utah School Finance Program. Program Report.
ED 199 887

- Special Funding for Small and/or Isolated Rural Schools. ED 200 342
- Utah State Board of Higher Education, Salt Lake City.**
Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/-Community Service Task Force...Master Plan for Lifelong Learning. ED 200 168
- Utah Univ., Salt Lake City, Center for the Study of Educational Policy and Administration.**
The Principalship. A Selected Bibliography. ED 199 914
- Vermont State Dept. of Education, Montpelier.**
Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont. ED 199 382
- Victoria Education Dept. (Australia).**
Factors Influencing the Vocational Aspirations of Victorian Year 9 Students. ED 199 447
- Villanova Univ., Pa.**
Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90, Villanova University. Fall Term, 1980. ED 200 194
- Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.**
An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers. ED 199 544
- Washington and Lee Univ., Lexington, Va.**
Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980). ED 200 218
- Washington State Commission for Vocational Education, Olympia.**
Energy Management Technician Curriculum Development. Final Report. ED 199 462
- Washington State Univ., Pullman.**
Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979. ED 200 344
- Washington Univ., Seattle.**
Expanding Opportunities: Vocational Education for the Handicapped. ED 199 949
- Washington Univ., Seattle, Western States Technical Assistance Resource.**
Issues of Common Concern: A Report of the HCEEP Minority Leadership Workshop. ED 199 946
- Waterloo Univ. (Ontario), Library.**
University of Waterloo Library: Statement of Goals and Objectives. ED 200 193
- Western Interstate Commission for Higher Education, Boulder, Colo.**
Indexing Tuition and Fees to Cost of Education: Implications for State Policy. ED 200 085
A Regional Plan for Optometric Education in the West. ED 200 136
Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3. ED 200 086
- West Virginia State Dept. of Education, Charleston.**
New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses. ED 200 608
- West Virginia State Dept. of Education, Charleston. Mathematics Task Force.**
Recommendations for Mathematics Education: Final Report of the Mathematics Task Force. ED 200 405
- Wichita State Univ., Kans.**
Design for Equity: Women and Leadership in Higher Education. ED 200 124
- Wilderness School, Goshen, Conn.**
The Adventure Book-A Curriculum Guide to School Based Adventuring with Troubled Adolescents. ED 200 381
- Wisconsin Association of Vocational Agriculture Instructors, Madison.**
Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised. ED 199 535
- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.**
Effective Programming for Youth: The Education/Work Connection. ED 199 523
Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised. ED 199 535
- Wisconsin State Dept. of Public Instruction, Madison.**
Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment. ED 200 386
A Review of Assessment Instruments and Procedures for Young Exceptional Children. ED 199 987
Special Educational Needs Program (SEN). A Technical Report, FY 1978. ED 199 986
Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. ED 199 534
Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised. ED 199 535
- Wisconsin State Dept. of Public Instruction, Madison, Div. of Instructional Services.**
Material Processing Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education K-12. ED 199 533
- Wisconsin State Dept. of Public Instruction, Madison, Office of Equal Education Opportunities.**
Black Chronicle: An American History Textbook Supplement. Revised. ED 200 506
- Wisconsin Univ., Madison, Research and Development Center for Individualized Schooling.**
The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools. ED 199 925
School Climate and Decision Participation: Baseline Data for the Studies of Implementation. ED 199 924
- Wisconsin Univ., Madison, Wisconsin Vocational Studies Center.**
Effective Programming for Youth: The Education/Work Connection. ED 199 523
- Wisconsin Univ., Milwaukee, Employment & Training Inst.**
In Defense of PSE: An Opportunity Missed. ED 199 400
Private Sector Training of the Economically Disadvantaged: Key Elements of Success. ED 199 477
- Wisconsin Univ., Milwaukee, Univ. Extension.**
Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1. ED 199 476
- Wisconsin Univ., River Falls.**
Classroom Management Styles and Personality Variables of Teachers and Education Majors: Similarities and Differences. ED 200 595
- Wisconsin Univ., Stout, Menomonie, Stout Vocational Rehabilitation Inst.**
Production Scheduling for Rehabilitation Workshops. ED 199 539
- Women's Bureau (DOL), Washington, D.C.**
Child Care Centers Sponsored by Employers and Labor Unions in the United States. ED 200 331
- Women's Educational Equity Act Program (ED), Washington, D.C.**
Auxilio, Socorro! Salvame! Los Esterioripos de la Mujer en la Television. Octavo Modulo de una Serie para Maestros de Escuela Elemental. Fara Usar con la Grabacion (Help! Help! Save me! Sexual Stereotyping of Women. Eighth Module of a Series for Elementary School Teachers. Audiotape Transcriptions). ED 200 692
Design for Equity: Women and Leadership in Higher Education. ED 200 124
Dona Ana No Esta Aqui. Sexto Modulo de una Serie para Maestros de Escuela Elemental (Dona Ana Isn't Here. Sixth Module of a Series for Elementary School Teachers). ED 200 691
Ideas, Creencias, Actitudes. Primer Modulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes. First Module of a Series for Elementary Teachers). ED 200 688
Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet. ED 200 361
Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet. ED 200 360
Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet. ED 200 363
Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet. ED 200 362
Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making. ED 200 357
Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance. ED 200 358
Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area. ED 200 356
Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers. ED 200 359

Por Que Rosa No Es Valiente? Cuarto Modulo de una Serie para Maestros de Escuela Elemental (Why Isn't Rosie Brave? Fourth Module of a Series for Elementary School Teachers).

ED 200 690

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide.

ED 200 352

Viva La Diferencia! Segundo Modulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers).

ED 200 689

World Bank, Washington, D. C.

Primary Schooling and Economic Development: A Review of the Evidence. World Bank Staff Working Paper No. 399.

ED 199 813

Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398.

ED 199 812

Teacher Training and Student Achievement in Less Developed Countries. World Bank Staff Working Paper No. 310.

ED 199 811

Worldwatch Inst., Washington, D.C.

Helping Ourselves: Local Solutions to Global Problems.

ED 200 435

Xavier Univ. of Louisiana, New Orleans.

CAUSE Grant SER77-06227. Final Report.

ED 200 075

Publication Type Index

This index lists documents under the Publication Type that has been assigned to them to characterize their form or organization, as contrasted to their subject matter.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section. The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The Publication Types are displayed in a classified index arrangement, according to the outline below.

Category Code	(040) Dissertations/Theses	Category Name
Title	Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.	Accession Number
		ED 013 371

PUBLICATION TYPE CATEGORIES

CODE	CATEGORY	CODE	CATEGORY
010	BOOKS	071	— ERIC Information Analysis Products (IAP's)
	COLLECTED WORKS	080	JOURNAL ARTICLES
020	— General	090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
021	— Conference Proceedings	100	AUDIOVISUAL MATERIALS
022	— Serials	110	STATISTICAL DATA (Numerical, Quantitative, etc.)
030	CREATIVE WORKS (Literature, Drama, Fine Arts)	120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
	DISSERTATIONS/THESES		REFERENCE MATERIALS
040	— Undetermined	130	— General
041	— Doctoral Dissertations	131	— Bibliographies
042	— Master Theses	132	— Directories/Catalogs
043	— Practicum Papers	133	— Geographic Materials
	GUIDES	134	— Vocabularies/Classifications/Dictionaries
050	— General		REPORTS
	— Classroom Use	140	— General
051	— Instructional Materials (For Learner)	141	— Descriptive
052	— Teaching Guides (For Teacher)	142	— Evaluative/Feasibility
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)	143	— Research/Technical
	HISTORICAL MATERIALS	150	SPEECHES, CONFERENCE PAPERS
060	—	160	TESTS, EVALUATION INSTRUMENTS
070	INFORMATION ANALYSES (Literature Reviews, State-of-the-Art Papers)	170	TRANSLATIONS
		999	OTHER/MISCELLANEOUS (Not Classifiable Elsewhere)

(010) Books

- Adult Literacy. A Study of Its Impact.
ED 199 473
- Adults as Learners. Increasing Participation and Facilitating Learning.
ED 200 099//
- The African University in Development.
ED 200 142//
- The Beginning Teacher: A Practical Guide to Problem Solving.
ED 200 565
- Chicano Sociolinguistics: A Brief Introduction.
ED 200 013//
- Comparing Adult Education Worldwide.
ED 200 180//
- Daring to Dream: Law and the Humanities for Elementary Schools.
ED 200 468
- Effective Instruction.
ED 200 572
- Examining Controversies in Adult Education.
ED 200 100//
- The Free University: A Model for Lifelong Learning.
ED 200 166//
- Health, United States, 1980, With Prevention Profile.
ED 200 566
- Helping Ourselves: Local Solutions to Global Problems.
ED 200 435

How to Learn a Foreign Language.

- ED 200 038//
- The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.
ED 200 069//
- Mythology in American Education.
ED 199 935//
- A New System of Education.
ED 199 920
- A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay.
ED 200 298
- Reading and Literature: American Achievement in International Perspective.
ED 199 741
- Requirements for Certification For Elementary Schools, Secondary Schools, and Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-Sixth Edition.
ED 200 605//
- Resource Handbook on Discipline Codes.
ED 199 885
- The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools.
ED 200 473
- The Role of Literature in Reading Instruction: Cross-Cultural Views.
ED 199 692
- School Finance Policies and Practices. The 1980s: A Decade of Conflict.
ED 199 927//

A Search for Environmental Ethics: An Initial Bibliography.

- ED 200 442//
- Strategies for Change.
ED 200 113
- Techniques in the Clinical Supervision of Teachers. Preservice and Inservice Applications.
ED 199 913//
- Toward a Philosophy of Second-Language Learning and Teaching. The Foreign & Second Language Education Series.
ED 200 039//
- United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education.
ED 200 686//
- Workplace Perspectives on Education and Training. Volume I.
ED 200 143//
- (020) Collected Works - General**
- Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research. Volume I.
ED 200 005
- The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement.
ED 199 572
- Comparing Adult Education Worldwide.
ED 200 180//
- Design for Equity: Women and Leadership in Higher Education.
ED 200 124

- Education in the 80's: English. ED 199 762
- Examining Controversies in Adult Education. ED 200 100//
- Expanding Opportunities: Vocational Education for the Handicapped. ED 199 949
- Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education. ED 200 586
- Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups. ED 199 626
- Interface in Retrospect, 1978-1980. ED 200 289
- Interjected Routines as Metanarrative Commentary. ED 199 996
- Minority Broadcasting Ownership. ED 199 791
- The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society. ED 200 069//
- Occupational Education Today. New Directions for Community Colleges, Number 33. ED 200 286
- Papers in Discourse and Contrastive Discourse Analysis. Jyväskylä Contrastive Studies, 5. Reports from the Department of English, University of Jyväskylä, No 6. ED 200 064
- Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980. ED 200 081
- The Review and Proceedings of the Community College Humanities Association, Number 2. ED 200 272
- Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home. ED 199 991
- Student Affairs in the 1980s: A Decade of Crisis or Opportunity? ED 199 610
- Technical Writing: Past, Present, and Future. ED 199 733
- Workplace Perspectives on Education and Training. Volume 1. ED 200 143//

(021) Collected Works - Proceedings

- Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2. ED 200 559
- American Association of School Administrators 1980 Summer Instructional Leadership Conference: A Cooperative R&D Dissemination Project. Final Report. ED 199 934
- Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980). ED 200 581
- Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th, New York, New York, April 1980). ED 200 112
- Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges. A Consultation Sponsored by the United States Commission on Civil Rights, Chicago, Illinois, December 3, 1979. ED 200 676
- Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden, May 15-17, 1979). ED 200 378
- Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980). ED 200 461

- The Current Status and Future of Academic Obstetrics. ED 200 151
- Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences. ED 200 399
- Developing Instructional Materials for Productive Skills. Report of a Study Group Meeting (Jakarta, Indonesia, October 2-17, 1979). ED 199 815
- Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977). ED 199 587
- Faculty Workshop on Clinical Instruction for Podiatric Medical Education. Final Report and Proceedings (June 30, 1979). ED 200 159
- The Impact of Desegregation on Higher Education. Proceedings of the National Conference on Desegregation in Higher Education (Raleigh, North Carolina, July 18-20, 1979). ED 200 675//
- Issues of Common Concern: A Report of the HCEEP Minority Leadership Workshop. ED 199 946
- Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980). ED 200 218
- Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980). ED 199 405
- National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980). ED 199 402
- National Strategies for Curriculum Design and Development. Report of a High-Level Personnel Study and Seminar on Design of Curricula (Australia, September 10-22, 1979). ED 199 814
- New Dimensions in Second Language Acquisition Research. ED 200 063//
- Oversight on Education for All Handicapped Children Act, 1979. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Session on Oversight on Public Law 94-142. Education of All Handicapped Children Act (July 19, 26, and 31; October 1, 3, and 10, 1979). ED 199 965
- Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings. ED 200 575
- Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute. ED 199 831
- Proceedings of a National Multicultural Seminar on Mental Retardation among Minority Disadvantaged Populations (Norfolk, Virginia, October 10-12, 1977). ED 199 953
- Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980). ED 200 530
- R&D Speaks: Bilingual/Multicultural Education. Conference Proceedings (Austin, Texas, November 12-13, 1979). ED 200 011
- Reading: A New Decade and a New Challenge. Volume 3. Third Yearbook of the Arizona State University Reading Conference, 1980. ED 199 631
- Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference. ED 199 651

Publication Type Index

- Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference. ED 199 630
- A Report on the Festival of Children's Programming (Montreal, Quebec, Canada, October 16-18, 1977). ED 200 200
- Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979). ED 199 381
- The Review and Proceedings of the Community College Humanities Association, Number 2. ED 200 272
- Too Late at Eight: Prevention and Intervention. Young Children's Learning Difficulties. ED 199 988
- Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187. ED 199 431
- 1980 Ohio Regional Conferences on Mathematics Education. ED 200 421
- The 80's: How Will Public Education Respond? A Report of the Council of Chief State School Officers' Annual Summer Institute (10th, Jeffersonville, Vermont, Just 25-August 2, 1979). ED 199 833
- (022) Collected Works - Serials**
- Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37. ED 199 882
- Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7. ED 199 860
- Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22. ED 199 869
- A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19. ED 199 866
- Comprehensive Writing Programs. ED 200 172
- Contingency Planning. Technical Assistance Bulletin 35. ED 199 880
- Curriculum in Higher Education. ED 200 152
- District-Level Plan for Conservation. Energy Conservation Guidelines 1. ED 199 838
- The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores. ED 199 995
- Energy Conservation in School Facilities. Energy Conservation Guidelines 2. ED 199 839
- Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4. ED 199 841
- Energy Conservation in the School Curriculum. Energy Conservation Guidelines 3. ED 199 840
- The FBI Crime Resistance Program. Technical Assistance Bulletin 24. ED 199 871
- Financial Energy Conservation Projects at Independent Colleges and Universities. ED 200 153
- Flint, Michigan. Community Schools. Technical Assistance Bulletin 21. ED 199 868
- Focus on Literature. ED 199 714
- Foreign Languages in Education. NCLE Papers and Reports 1. ED 200 033
- Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34. ED 199 879
- "Helping Hand" Type Programs. Technical Assistance Bulletin 2. ED 199 858
- In Search of the "Write" Way. ED 199 713

Institutional Research and External Agency Reporting Responsibility.

ED 200 074

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

Journal of Advanced Composition, Volume 1, Number 1.

ED 199 743

A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students.

ED 199 994

Litigation Costs and Self-Censorship.

ED 199 783

Minorities in the Media.

ED 199 790

The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2.

ED 200 034

National School Resource Network. Technical Assistance Bulletin 1.

ED 199 857

Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17.

ED 199 865

The Officer Friendly Program. Technical Assistance Bulletin 9.

ED 199 862

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

ED 200 098

The Open Road Student Involvement Project. Technical Assistance Bulletin 29.

ED 199 874

Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15.

ED 199 864

The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.

ED 199 808

Profile Of A Rural Teachers' Center. Teachers' Center Exchange. Occasional Paper No. 2.

ED 200 603

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5.

ED 199 859

Resources in Education (RIE). Volume 16, Number 8.

ED 199 376

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23.

ED 199 870

School Climate Assessment Programs. Technical Assistance Bulletin 38.

ED 199 883

School-Community Cooperation: Oakland's Adopt-a-School Program. Technical Assistance Bulletin 25.

ED 199 872

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31.

ED 199 876

School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39.

ED 199 884

Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 4.

ED 200 604

The Study of Ethnic Groups.

ED 200 091

Taxing & Spending in the Silver State.

ED 199 807

Technical Processing Librarians in the 1980's: Current Trends and Future Forecasts.

ED 200 235

TEFL/TESL Newsletter, Volume 2, Number 2.

ED 199 997

TEFL/TESL Newsletter, Volume 2, Number 3.

ED 199 998

TEFL/TESL Newsletter, Volume 2, Number 4.

ED 199 999

TEFL/TESL Newsletter, Volume 3, Number 1.

ED 200 000

TEFL/TESL Newsletter, Volume 3, Number 2.

ED 200 001

TEFL/TESL Newsletter, Volume 3, Number 3.

ED 200 002

TEFL/TESL Newsletter, Volume 3, Number 4.

ED 200 003

TEFL/TESL Newsletter, Volume 4, Number 1.

ED 200 004

Tenure Practices in Universities and 4-Year Colleges Affect Faculty Turnover.

ED 200 126

Training for School Bus Safety. Technical Assistance Bulletin 30.

ED 199 875

Training Systems for Institutions. Teaching Research, Vol. IX, No. 1.

ED 199 954

Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26.

ED 199 873

Visitor Control in the Schools. Technical Assistance Bulletin 20.

ED 199 867

Volunteers in the Secondary School: A Valuable Resource. The Practitioner, Vol. 7, No. 2.

ED 199 898

Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8.

ED 199 861

The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36.

ED 199 881

Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32.

ED 199 877

Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33.

ED 199 878

Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14.

ED 199 863

(040) Dissertations/Theses - Undetermined

Educational Slides: Form and Function.

ED 200 189

An Investigation of Staff Development Programs Addressing the Problem of Staff Non-Productivity in the Classroom.

ED 200 258

A Study of the Relationship between Level of Mathematics Anxiety and Sex, Age, Mathematical Background, and Previous Success in Mathematics.

ED 200 265

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

ED 199 570

(041) Dissertations/Theses - Doctoral Dissertations

Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement.

ED 199 950

Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.

ED 200 449

(042) Dissertations/Theses - Masters Theses

Centres of Excellence in British Universities.

ED 200 076

The Emergence of Mass Communication Curricula in Illinois Community and Junior Colleges.

ED 199 787

The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education.

ED 199 407

Samuel Eliot Morison: The Man, the Historian, the Literary Artist and the Educator.

ED 200 458

Teacher Assessment of Supervisory Evaluations.

ED 200 514

Teaching Techniques in Clinical Chemistry.

ED 200 457

Theoretical Aspects of Translation.

ED 200 043

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.

ED 200 348

(043) Dissertations/Theses - Practicum Papers

Business Department Chairperson: An Administrator or a Teacher?

ED 200 181

The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance.

ED 200 162

For Parents Only: Learning Packets to Aid Understanding of Specific Learning Disabilities and Parental Rights.

ED 199 945

A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee.

ED 200 161

A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.

ED 200 065

(050) Guides - General

Black Students in Interracial Schools: A Guide for Students, Teachers, and Parents.

ED 200 652//

BRS Mini-Manual: A Brief Guide to User Commands.

ED 200 220

Compendium Listing.

ED 199 856

CSUC Standard for the CLSI Expanded Title Record.

ED 200 248

Entering Higher Education in the United States: A Guide for Students from Other Countries. Revised Edition, 1981.

ED 200 111

Equity in Vocational Education Administration: A Handbook for Women.

ED 199 547

Handbook of Employment Skills for Displaced Homemakers.

ED 199 516

Manual Circulation Handbook for Network Libraries.

ED 200 192

A Manual for Youth in SYEP.

ED 199 557

One School's Positive Action Plan.

ED 200 375

A Parent Guide to Title IX.

ED 200 673

Preparing Students for Their Initial Patient Encounter-An Innovative Approach.

ED 200 185

Program Resource Guide.

ED 199 855

Public Library Trustees and Commissioners Tool Kit: Orientation Guidelines.

ED 200 252

Public Library Trustees of Colorado: Responsibilities and Opportunities. A Manual for the Trustees of Colorado Public Libraries.

ED 200 255

Reference Service Manual. 1980.

ED 200 211

(051) Guides - Classroom - Learner

Auto Mechanics Modules 1-6: Bilingual Vocational Language Development Workbook.

ED 199 486

Barbering/Cosmetology, Module 6-10: Bilingual Vocational Language Development Workbook.

ED 199 502

Basic Skills in Asian Studies: China. Service Center Papers on Asian Studies, No. 13.

ED 200 493

Basic Skills in Asian Studies. Service Center Papers on Asian Studies, No. 14.

ED 200 494

Bilingual Skills Training Program. Auto Body Repair. Module 3.0: Basic Metal Repair.

ED 199 495

Bilingual Skills Training Program. Auto Mechanics. Module 1.0: Safety.

ED 199 487

Bilingual Skills Training Program. Auto Mechanics. Module 2.0: Ignition System.

ED 199 488

Bilingual Skills Training Program. Auto Mechanics. Module 3.0: The Automotive Fuel System. ED 199 489

Bilingual Skills Training Program. Auto Mechanics. Module 4.0: The Automotive Electrical System. ED 199 490

Bilingual Skills Training Program. Auto Mechanics. Module 5.0: Automotive Transmissions. ED 199 491

Bilingual Skills Training Program. Auto Mechanics. Module 6.0: Sunscope. ED 199 492

Bilingual Skills Training Program. Barbering/Cosmetology. Module 1.0: Bacteriology. ED 199 497

Bilingual Skills Training Program. Barbering/Cosmetology. Module 10.0: Circulatory System. ED 199 507

Bilingual Skills Training Program. Barbering/Cosmetology. Module 2.0: Sterilization and Sanitation. ED 199 498

Bilingual Skills Training Program. Barbering/Cosmetology. Module 3.0: Cells. ED 199 499

Bilingual Skills Training Program. Barbering/Cosmetology. Module 4.0: Skeletal System. ED 199 500

Bilingual Skills Training Program. Barbering/Cosmetology. Module 5.0: Nervous System. ED 199 501

Bilingual Skills Training Program. Barbering/Cosmetology. Module 6.0: Muscular System. ED 199 503

Bilingual Skills Training Program. Barbering/Cosmetology. Module 7.0: Endocrine System. ED 199 504

Bilingual Skills Training Program. Barbering/Cosmetology. Module 8.0: Excretory System. ED 199 505

Bilingual Skills Training Program. Barbering/Cosmetology. Module 9.0: Respiratory System. ED 199 506

Bilingual Skills Training Program. Meat Cutting. Module 1.0: Meat Grades and Classes. ED 199 483

Bilingual Skills Training Program. Meat Cutting. Module 2.0: Job Classifications, Tools, Sanitation & Safety. ED 199 484

Bilingual Skills Training Program. Meat Cutting. Module 3.0: Identifying and Cutting Meat and By-Products. ED 199 485

Bilingual Vocational Training Program. Auto Body Repair. Module 1.0: Beginning Auto Body. ED 199 493

Bilingual Vocational Training Program. Auto Body Repair. Module 2.0: Tools and Equipment. ED 199 494

Bilingual Vocational Training Program. Auto Body Repair. Module 4.0: Auto Body Welding. ED 199 496

Black Chronicle: An American History Textbook Supplement. Revised. ED 200 506

BLISS: Basic Library Information Sources and Strategies: A Handbook for Library 101. Revised. ED 200 202

Career Education: Concepts and Practices. ED 199 451

Career Education Linking Agents: Perspectives and Roles. ED 199 452

Career Education Program Design. ED 199 453

Citizen Education on Nuclear Technology (CENT). ED 200 396

Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16. ED 199 380

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 1: Putting It All Together and Taking It Home. Participant Guide and Reference Notebook. ED 199 848

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 2: Discipline. Participant Guide and Reference Notebook. ED 199 849

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 3: School Climate. Participant Guide and Reference Notebook. ED 199 850

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 4: Interpersonal Relations. Participant Guide and Reference Notebook. ED 199 851

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 5: Security. Participant Guide and Reference Notebook. ED 199 852

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 6: Environment. Participant Guide and Reference Notebook. ED 199 853

Core Curriculum in Preventing and Reducing School Violence and Vandalism. Course 7: The Community as a Problem-Solving Resource. Participant Guide and Reference Notebook. ED 199 854

Creating Change. ED 199 567

Fairy Tales of the Sea [and] A Guide for Teachers. ED 200 418

Family Relationships and Parenting Education: Aging. Instructor Guide. ED 199 623

Getting Ready for School Improvement in Career Education. ED 199 454

Guarani Basic Course, Part I. ED 200 014

Guarani Basic Course, Volume II. ED 200 015

Health Careers Curriculum Modules. ED 199 525

Images: A Guide to Futurizing Your Classroom. ED 199 627

Le Golf, El Golf, and Le Baseball. ED 200 045

Le monde francophone (The Francophone World). ED 200 026

Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture. ED 199 552

Local Opinion Surveys for Career Education. ED 199 455

Medical Service Clinical Laboratory Procedure-Hematology. ED 200 431

Medical Service Clinical Laboratory Procedures-Bacteriology. ED 200 432

Medical Service Clinical Laboratory Procedures-Parasitology. ED 200 430

Medical Service Clinical Laboratory Procedures-Serology. ED 200 429

Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13. ED 199 379

Mosquitoes: A Resource Book for the Classroom. ED 200 392

Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978. ED 199 511

Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet. ED 200 361

Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet. ED 200 360

Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet. ED 200 363

Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet. ED 200 362

Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making. ED 200 357

Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance. ED 200 358

Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area. ED 200 356

Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers. ED 200 359

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1. ED 199 409

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2. ED 199 410

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3. ED 199 411

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1. ED 199 412

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2. ED 199 413

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3. ED 199 414

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4. ED 199 415

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5. ED 199 416

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6. ED 199 417

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7. ED 199 418

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1. ED 199 419

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2. ED 199 420

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3.

- ED 199 421
PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4.
- ED 199 422
PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5.
- ED 199 423
PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6.
- ED 199 424
PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7.
- ED 199 425
PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8.
- ED 199 426
Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.
- ED 199 386
A Review of the IEE's Involvement in Academic Gaming.
- ED 200 230
Say It With More Than Words.
- ED 199 597
School Improvement Processes in Career Education.
- ED 199 456
The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer.
- ED 199 989
Standard First Aid Training Course. Naval Education and Training Command Rate Training Manual.
- ED 200 434
Teaching Techniques in Clinical Chemistry.
- ED 200 457
Techniques in the Clinical Supervision of Teachers. Preservice and Inservice Applications.
- ED 199 913//
Telephone Gambits. A Module for Teaching Telephone English to Second Language Learners.
- ED 200 042
A Training Manual for Nuclear Medicine Technologists.
- ED 200 428
Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.
- ED 199 383
Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain.
- ED 199 384
Vocational Instructor's Survival Guide.
- ED 199 406
(052) Guides - Classroom - Teacher
- Adaptations of Homemaking Skills for the Aged: Food Management. Teacher's Manual and Participant's Manual.
- ED 199 621
Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual.
- ED 199 620
Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual.
- ED 199 618
Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual.
- ED 199 617
Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual.
- ED 199 622
Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual.
- ED 199 619
The Adventure Book-A Curriculum Guide to School Based Adventuring with Troubled Adolescents.
- ED 200 381
Auxilio, Socorro! Salve! Los Esterioripos de la Mujer en la Television. Octavo Modulo de una Serie para Maestros de Escuela Elemental. Fara Usar con la Grabacion (Help! Help! Save me! Sexual Stereotyping of Women. Eighth Module of a Series for Elementary School Teachers. Audiotape Transcriptions).
- ED 200 692
Career Education: Concepts and Practices.
- ED 199 451
Career Education Linking Agents: Perspectives and Roles.
- ED 199 452
Career Education Program Design.
- ED 199 453
Citizen Education on Nuclear Technology (CENT). Teacher's Guide.
- ED 200 397
Coastal Awareness: A Resource Guide for Teachers in Elementary Science.
- ED 200 453
Coastal Awareness: A Resource Guide for Teachers in Junior High Science.
- ED 200 454
Comprehension in the Content Areas, 7-12, Strategies for Basic Skills.
- ED 199 693
Conservation of Energy: Idea and Activity Guide. An Interdisciplinary Teacher's Guide to Energy and Environmental Activities. Section Eight.
- ED 200 424
Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16.
- ED 199 380
Core Curriculum to Assist Schools in Preventing and Reducing Violence, Vandalism, and Disruption. Trainer's Guide. 3 Volumes.
- ED 199 847
Counseling Women Course: A Course Description.
- ED 199 614
Creating a Mini Book Review Journal.
- ED 200 536
Creating Change.
- ED 199 567
Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children.
- ED 199 992
Curriculum Guide for (Displaced) Homemakers in Transition. Partial Report of Project: Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups. February 1979-June 1980.
- ED 199 461
Design and Implementation of an Effective Drama Unit for Middle School/Junior High.
- ED 199 795
Developing Social Responsibility in the Middle School: A Unit Teaching Approach. Reference and Resource Series.
- ED 200 512
Display and Presentation Boards.
- ED 200 195
Dona Ana No Esta Aqui. Sexto Modulo de una Serie para Maestros de Escuela Elemental (Dona Ana Isn't Here. Sixth Module of a Series for Elementary School Teachers).
- ED 200 691
Elementary Map and Globe Skills Program.
- ED 200 482
Energy Management Strategies for Home Economics Teachers.
- ED 199 510
Energy Management Technician Curriculum Development. Final Report.
- ED 199 462
Fairy Tales of the Sea [and] A Guide for Teachers.
- ED 200 418
Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students.
- ED 199 698
Finger Mathematics: A Method for All Children.
- ED 200 422
Focus on Literature.
- ED 199 714
Folklore de Mexico (Folklore of Mexico).
- ED 200 350
French Language Program Guide.
- ED 200 027
From Speech to Writing: A Rehearsal Model.
- ED 199 735
German Language Program Guide.
- ED 200 028
Getting Ready for School Improvement in Career Education.
- ED 199 454
Global Classroom Resource Guide.
- ED 200 509
Global Education-An Implementation Plan & Resource Guide.
- ED 200 481
Hawaiian Language Program Guide.
- ED 200 029
Health Careers Curriculum Modules.
- ED 199 525
A Hero Ain't Nothing But A Great Big Sandwich. A Global Perspectives Experimental Unit.
- ED 200 472
How to Develop and Write a Case for Technical Writing.
- ED 199 724
Ideas, Creencias, Actitudes. Primer Modulo de una Serie para Maestros de Escuela Elemental (Ideas, Beliefs, Attitudes. First Module of a Series for Elementary Teachers).
- ED 200 688
If You Teach Phonics, These 7 Suggestions Could Help.
- ED 199 669
Images: A Guide to Futurizing Your Classroom.
- ED 199 627
Increasing Reading Rates-Consideration of Physiological Limitations and Suggestions for Teaching.
- ED 199 670
Inflation: Consumers Counter the Cost of Living. A Consumer Education Curriculum Module for Grades 10-14.
- ED 200 475
In Search of the "Write" Way.
- ED 199 713
Internationalism In Children's Literature: Understanding China: Appreciating Its Literature. A Unit.
- ED 199 737
Introduction to the Social Sciences: Teacher's Manual.
- ED 200 474
Japanese Language Program Guide.
- ED 200 030
Journal of Advanced Composition, Volume 1, Number 1.
- ED 199 743
Kansas Farm and Ranch Management Project.
- ED 199 475
Lambrecht Shorthand Aptitude Test and Teacher's Manual.
- ED 200 641
Learning About Law. A Law-Related Instructional Unit for Children in Grades 5 and 6.
- ED 200 501
Learning About Responsibilities. A Law-Related Instructional Unit for Children in Grades 5 and 6.
- ED 200 502
Learning Partners: Reading and Mathematics.
- ED 199 654
Lesson Plans for Teaching Basic Vocational Agriculture. Section I: Introduction to Vocational Agriculture.
- ED 199 552
Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning".
- ED 199 732
Local Opinion Surveys for Career Education.
- ED 199 455

A Manual for Training Supervisors in SYEP. ED 199 555

A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools. ED 200 662

Material Processing Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education K-12. ED 199 533

Media Ideas Handbook. ED 200 241

Military Curricula for Vocational & Technical Education. Orthopedic Specialist, Classroom Course 10-13. ED 199 379

Minnesota Energy Activities for Elementary Students. Level A (Ages 4-6), Level B (Ages 5-7), Level C (Ages 6-8), Level D (Ages 7-9), Level E (Ages 8-10), Level F (Ages 9-11), Level G (Ages 10-13). ED 200 445

Modernization and Japan: A Two-Week Unit for High School Social Studies. Service Center Papers on Asian Studies, No. 10. ED 200 491

Module Curriculum Guide: A Study of Ourstory in Africa Pre and Post "His-story." Reference Works of Yosef Ben Jochannan. ED 200 465

Mosquitoes: A Resource Book for the Classroom. ED 200 392

Oil Industry, Solar Energy Industry, and Mining Occupations. Curriculum for Petroleum, Mining and Solar Energy Secretaries. July 1, 1977-June 30, 1978. ED 199 511

Options: A Career Development Curriculum for Rural High School Students. Appalachian South Version Adaptation Packet. ED 200 361

Options: A Career Development Curriculum for Rural High School Students. Northeast Version Adaptation Packet. ED 200 360

Options: A Career Development Curriculum for Rural High School Students. Northwest Version Adaptation Packet. ED 200 363

Options: A Career Development Curriculum for Rural High School Students. Southwest Version Adaptation Packet. ED 200 362

Options: A Career Development Curriculum for Rural High School Students. Unit II, Decision Making. ED 200 357

Options: A Career Development Curriculum for Rural High School Students. Unit III, Life Planning [and] Game of Life: Choice and Chance. ED 200 358

Options: A Career Development Curriculum for Rural High School Students. Unit I, Understanding People in Our Area. ED 200 356

Options: A Career Development Curriculum for Rural High School Students. Unit IV, The Juggling Act: Lives and Careers. ED 200 359

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit A: Nature of Small Business. Research and Development Series No. 194 A-1. ED 199 409

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit B: Are You an Entrepreneur? Research and Development Series No. 194 A-2. ED 199 410

PACE. A Program for Acquiring Competence in Entrepreneurship. Part I: Getting Ready to Become an Entrepreneur. Unit C: How to Succeed and How to Fail. Research and Development Series No. 194 A-3. ED 199 411

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit A: Developing the Business Plan. Research and Development Series No. 194 B-1. ED 199 412

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit B: Where to Locate the Business. Research and Development Series No. 194 B-2. ED 199 413

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit C: Legal Issues and Small Business. Research and Development Series No. 194 B-3. ED 199 414

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4. ED 199 415

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit E: Choosing the Type of Ownership. Research and Development Series No. 194 B-5. ED 199 416

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit F: How to Finance the Business. Research and Development Series No. 194 B-6. ED 199 417

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit G: Resources for Managerial Assistance. Research and Development Series No. 194 B-7. ED 199 418

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit A: Managing the Business. Research and Development Series No. 194 C-1. ED 199 419

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit B: Financial Management. Research and Development Series No. 194 C-2. ED 199 420

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit C: Keeping the Business Records. Research and Development Series No. 194 C-3. ED 199 421

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit D: Marketing Management. Research and Development Series No. 194 C-4. ED 199 422

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit E: Successful Selling. Research and Development Series No. 194 C-5. ED 199 423

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit F: Managing Human Resources. Research and Development Series No. 194 C-6. ED 199 424

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit G: Community Relations. Research and Development Series No. 194 C-7. ED 199 425

PACE. A Program for Acquiring Competence in Entrepreneurship. Part III: Being an Entrepreneur. Unit H: Business Protection. Research and Development Series No. 194 C-8. ED 199 426

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D. ED 199 427

Pennsylvania's Energy Curriculum for the Primary Grades. ED 200 407

Pennsylvania's Energy Curriculum for the Secondary Grades: Biological Science. ED 200 409

Pennsylvania's Energy Curriculum for the Secondary Grades: Earth Science. ED 200 410

Pennsylvania's Energy Curriculum for the Secondary Grades: English. ED 200 411

Pennsylvania's Energy Curriculum for the Secondary Grades: Home Economics. ED 200 412

Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts. ED 200 413

Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module. ED 200 408

Pennsylvania's Energy Curriculum for the Secondary Grades: Social Studies. ED 200 414

People Helping People: A Facilitator's Guide and Training Module for a Peer Helper Training Program. ED 200 269

The People's Republic of China: A Basic Handbook. Second Edition. ED 200 469

Por Que Rosa No Es Valiente? Cuarto Modulo de una Serie para Maestros de Escuela Elemental (Why Isn't Rosie Brave? Fourth Module of a Series for Elementary School Teachers). ED 200 690

Power Line Technician's Training. Instructional Units. ED 199 460

Practical Politics. Revised Edition. ED 200 498

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number I-Basic Techniques. ED 200 197

Production of Teacher-Made Materials: Self-Help Cards, Step by Step. Workbook Number II-Advanced Techniques. ED 200 198

Programmable Calculators: Implications for the Mathematics Curriculum. ED 200 436

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report. ED 199 386

Project Basic Instructional Guide. Volume II. Survival Skills. ED 200 602

Project Basic Instructional Guide. Volume II. Survival Skills. Instructional Resources. ED 200 601

Reading: A New Decade and a New Challenge. Volume 3. Third Yearbook of the Arizona State University Reading Conference, 1980. ED 199 631

Responsibility and You. A Law Related Unit for Grades 2 and 3. ED 200 504

Rewriting in Advanced Composition. ED 199 738

Rhetorical Invention: Implications for Rewriting. ED 199 728

Rules, Rules, Rules. A Law Related Unit for Grades 2 and 3. ED 200 503

Russian Language Program Guide. ED 200 031

School Improvement Processes in Career Education. ED 199 456

Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90, Villanova University. Fall Term, 1980. ED 200 194

Science Curriculum Guide, Grades K-6. ED 200 401

The Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer. ED 199 989

Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation. ED 199 612

Sentence Combining and Error Reduction. ED 199 694

Sentence Combining: Everything for Everybody or Something for Somebody. ED 199 753

A Solar Energy Curriculum for Elementary Schools, Kindergarten Through Grade Six. Field Test Copy. ED 200 450

Spanish Program Guide. ED 200 032

Student Performance Expectations of the Foundation Program. ED 199 899

Suggestions for Designing Learning Activity Packets, Instructional Systems, and Other Self Instructional Strategies. ED 200 196

Supplement for Teaching Distributive Education II: Course of Study. ED 199 469

Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature. ED 199 742

Teacher's Guide for Balloons and Gases. ED 200 391

Teacher's Guide for Earthworms. ED 200 393

Teacher's Guide for Senior Balancing. ED 200 394

The Teacher's Role in Understanding Aggression and Dealing with it Effectively in the Preschool Environment. ED 200 334

Teaching Graduate Students to Teach Composition: The University of Tennessee. ED 199 730

Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers. ED 199 568

Teaching Literature in Prison—Or Confessions of a Neo-Fragmatist. ED 199 703

Teaching Statistics and Probability: 1981 Yearbook. ED 200 426//

Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average. ED 199 764

Technical Writing Practically Unified through Industry. ED 199 709

TEFL/TESL Newsletter, Volume 2, Number 2. ED 199 997

TEFL/TESL Newsletter, Volume 2, Number 3. ED 199 998

TEFL/TESL Newsletter, Volume 2, Number 4. ED 199 999

TEFL/TESL Newsletter, Volume 3, Number 1. ED 200 000

TEFL/TESL Newsletter, Volume 3, Number 2. ED 200 001

TEFL/TESL Newsletter, Volume 3, Number 3. ED 200 002

TEFL/TESL Newsletter, Volume 3, Number 4. ED 200 003

TEFL/TESL Newsletter, Volume 4, Number 1. ED 200 004

They Chose Greatness: Women Who Shaped America and the World. ED 200 674

Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth. ED 199 645

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students - K-1. Teachers Program Guide. ED 200 352

Unit 12: The Colleges and Schools: Provision for the 16-19 Year Olds. Educational Studies: A Second Level Course, E222: The Control of Education in Britain. ED 199 383

Unit 14: Adults and Education. Educational Studies: A Second Level Course, E222: The Control of Education in Britain. ED 199 384

The Use of Prose Models in Teaching Composition. ED 199 715

Using Developmental Loss Workshops in the Classroom. ED 199 593

Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School. ED 199 647

Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. ED 199 534

Viva La Diferencia! Segundo Modulo de una Serie para Maestros de Escuela Elemental (Long Live the Difference! Second Module of a Series for Elementary School Teachers). ED 200 689

Vocabulary Development in the Classroom. ED 200 310

Vocational Agriculture/Agribusiness. Wisconsin Association of Vocational Agriculture Instructors Curriculum Guide for Wisconsin High Schools. Revised. ED 199 535

Vocational Teacher Recruitment Plans. A Sex Equity Model, Grades 7-9. Sex Equity Vocational Recruitment Plans for Ninth Grade Students. ED 200 663

Writers as Readers. ED 199 701

Writing Right Across the Curriculum, K-12. ED 199 700

(055) Guides - Non-Classroom

AACTE State Associations and Public Law 94-142. ED 200 583

Adaptations of Homemaking Skills for the Aged: Food Management. Teacher's Manual and Participant's Manual. ED 199 621

Adaptations of Homemaking Skills for the Aged: Food Purchasing. Teacher's Manual and Participant's Manual. ED 199 620

Adaptations of Homemaking Skills for the Aged: Housekeeping. Teacher's Manual and Participant's Manual. ED 199 618

Adaptations of Homemaking Skills for the Aged: Laundry. Teacher's Manual and Participant's Manual. ED 199 617

Adaptations of Homemaking Skills for the Aged: Nutritional Needs. Teacher's Manual and Participant's Manual. ED 199 622

Adaptations of Homemaking Skills for the Aged: Working With the Aged. Teacher's Manual and Participant's Manual. ED 199 619

Adopting the RIPPS Program. Monograph 6. ED 199 683

Analysis of Key Federal Legislation Affecting Vocational Education for Indians. ED 199 390

Approaches to Children in the Mainstreaming Process: A Psychological and Administrative Perspective. ED 199 960

Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. I. ED 199 387

Bargaining Tactics. A Reference Manual for Public Sector Labor Negotiations. ED 199 897//

Basic Publication Fundamentals. ED 199 747

Basic Skills Assessment Program. Parent Pamphlet, Teacher Pamphlet, and Administrator Pamphlet. ED 200 606

The Beginning Teacher: A Practical Guide to Problem Solving. ED 200 565

Building Success in the Classroom. ED 200 267

Camp Unit Design Guidelines. ED 200 513

Child Care Centers Sponsored by Employers and Labor Unions in the United States. ED 200 331

Collection Development Policy for the University Library. ED 200 238

A Common Sense Communication Almanac: A Guide for Regular and Exceptional Educators Who Work with Exceptional Children. ED 199 968

Common Solutions for the Uncommon Child. ED 199 941

Communication Styles in the Classroom. ED 200 266

Community Needs Assessment Surveys. Fact Sheet No. 1. ED 200 299

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts. ED 199 956

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators. ED 199 545

Contingency Planning. Technical Assistance Bulletin 35. ED 199 880

Control Points in School Business Management. Presenting General Observations, Specific Control Points, and a Series of Checkpoints for the Practicing School Business Administrator. ED 199 804//

Cooperative Purchasing Guidelines. Background and Research. Pros and Cons, Examples of Exemplary Programs, Sample Forms, and Organization Procedures. ED 199 805//

Curriculum & Instruction: Curriculum Outcomes, Learning Plan Negotiation, Career Explorations, Projects, Learning & Skill Building Levels, Competencies, Student Journals, Employer Seminars, Learning Resources. Handbook for Experience-Based Career Education. ED 199 466

Developing a Comprehensive Cooperative Education Program: Building a Consensus. ED 199 515

Developing a Comprehensive Cooperative Education Program: Implementing the Plan. ED 199 512

Developing a Comprehensive Cooperative Education Program: Management Information Systems. ED 199 513

Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages. ED 199 514

Developing Student Profiles. ISSOE: Managing Student Progress. ED 199 517

Developing Teamwork in the Community College: The Basics. ED 200 270

The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance. ED 200 162

Early Identification & Readiness Program. Monograph 3. ED 199 680

East Oak Cliff Subdistrict Governance (Management) System. Toward a Self Correcting, Self Renewing Educational System. ED 199 845//

Educational Slides: Form and Function. ED 200 189

Education Assistance for American Indians & Alaska Natives. ED 200 341

Education for the Gifted in Science and Mathematics. Revised. ED 199 938

Effective Instruction. ED 200 572

Effective Programming for Youth: The Education/Work Connection. ED 199 523

Employer/Community Resources: Site Recruitment, Employer Instructor Development, Site Utilization. Handbooks for Experience-Based Career Education. ED 199 467

Energy Management Technician Curriculum Development. Final Report. ED 199 462

Equitunity in Vocational Education Administration: A Handbook for Administrators and Members of Boards of Education. ED 199 548

Evaluating Media Programs: District and School. ED 200 228

Expanding Opportunities: Vocational Education for the Handicapped. ED 199 949

Eye Movement Instrumentation for Reading Research.

ED 200 622

Fathering: The Effect of Father-Absence and Inadequate Fathering on Children's Personality Development.

ED 200 317

Foreign Language Framework for California Public Schools: Kindergarten through Grade Twelve.

ED 200 040

Framework for DOE Curriculum Improvement, 1976-1981.

ED 199 900

The Free University: A Model for Lifelong Learning.

ED 200 166//

Good Schools for Middle Grade Youngsters: Characteristics, Practices, and Recommendations.

ED 199 816

Grant Administration Manual for Title III Coordinators.

ED 200 072

Guidebook for Vocational Education for the Handicapped. Revised.

ED 199 522

A Guide for Developing the Hahnemann School of Respiratory Therapy Advisory Committee.

ED 200 161

A Guide for Establishing and Evaluating SYEP Worksites.

ED 199 554

Guidelines for Objective Testing of Students.

ED 200 628

Guidelines to Accompany the Elementary School Self-Assessment Book, 1979.

ED 199 834

Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas.

ED 199 478

Health Careers Curriculum Modules.

ED 199 525

Helping Your Child Achieve in School.

ED 200 314

Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.

ED 199 983

Implementing Guidelines. Illinois Law Providing for Sex Equity in Education (Sections 24-4, 24-7, 27-1 of The School Code of Illinois).

ED 199 926

Improving Accountability of Career Education Programs: Evaluation Guidelines and Checklists.

ED 199 564

Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs.

ED 199 392

Institutional Research and External Agency Reporting Responsibility.

ED 200 074

Integral Elements of an Effective Mathematics Program.

ED 200 415

Kindergarten-How to Get Ready for the Most Important Year of Schooling. A Parent-Child Handbook.

ED 199 678

Licensure: What Vocational Educators Should Know. Information Series No. 219.

ED 199 442

Mainstreaming in Business Education. Monograph 135.

ED 199 438

Management & Organization: Program Planning & Governance. Personnel, Business Management, Community Relations. Handbooks for Experience-Based Career Education.

ED 199 464

A Manual for Supervisors in SYEP.

ED 199 556

A Manual for Training Supervisors in SYEP.

ED 199 555

A Manual of Strategies for Educational Equity for the Administrators, Faculty, Staff & Students of Our Public Schools.

ED 200 662

Marketing Post-Secondary Education in the U.S.A.

ED 200 117

Material Processing Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education K-12.

ED 199 533

The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach.

ED 200 425//

Media Ideas Handbook.

ED 200 241

Meeting the Needs of the Handicapped Student Teacher.

ED 200 582

The Michigan Teacher and Tenure. A Study of The Michigan Teachers' Tenure Act 1980.

ED 199 821

Multicultural Education for Practitioners.

ED 200 477

The New Adviser. Updated Second Edition.

ED 199 748

On Campus with Women, Number 29, Winter 1981. [Employment, Education, Sex Discrimination, Health Services].

ED 200 098

Parenting. Monograph 5.

ED 199 682

People Helping People: A Facilitator's Guide and Training Module for a Peer Helper Training Program.

ED 200 269

The People's Republic of China: A Basic Handbook. Second Edition.

ED 200 469

A Planning Process for Automated Shared Circulation Systems.

ED 200 233

Planning Student Programs. ISSOE: Managing Student Progress.

ED 199 518

A PLATO Probabilistic Testing System.

ED 200 614

Practical Parenting Instructional Code. Revised Edition.

ED 200 323

A Practitioners' Guide for Achieving Student Integration in City High Schools.

ED 200 669

Procedural Handbook for the Improvement Component of the Foundation Program Assessment and Improvement System (FPAIS).

ED 199 902

Production Scheduling for Rehabilitation Workshops.

ED 199 539

Program Evaluation. Handbooks for Experience-Based Career Education.

ED 199 465

Promoting the Department within the University.

ED 199 801

Pupil Personnel Services. Monograph 4.

ED 199 681

Pupil Population Projections: Essential Tools for Educational Planners.

ED 199 895

Recruitment, Retention, Attrition Project.

ED 200 297

Relevance and Curriculum: Making the Five R's Meaningful.

ED 199 931

Reporting Student Progress. ISSOE: Managing Student Progress.

ED 199 519

Resource Handbook on Discipline Codes.

ED 199 885

RIPPS Student Selection Process. Monograph 8.

ED 199 684

Sabbatical Report: A Study of College Freshman English Courses.

ED 199 712

School Climate Assessment Programs. Technical Assistance Bulletin 38.

ED 199 883

School Emergency Planning Guide.

ED 199 888

School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39.

ED 199 884

Publication Type Index

School Safety Handbook. A Handbook for School Business Officials and School Safety Supervisors. Research Bulletin No. 23.

ED 199 806//

Schools, Computers, and Libraries: Selected Resources from Course Projects Developed by Students in L.S. 8064-90. Villanova University. Fall Term, 1980.

ED 200 194

Serving Handicapped Children in Home-Based Head Start: A Guide for Home Visitors and Others Working With Handicapped Children and Their Families in the Home.

ED 199 991

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.

ED 199 482

Speech Activities of the Michigan Interscholastic Forensic Association 1979-80.

ED 199 768

Structured Interview Methodology for Collecting Training Feedback Information.

ED 199 537

Student and Parent Rights in Public Education.

ED 199 891

Student Decision-Making. ISSOE: Managing Student Progress.

ED 199 520

Student Services. Program Entry/Exit, Student Records, Guidance. Handbooks for Experience-Based Career Education.

ED 199 468

Systems Overview. ISSOE: Managing Student Progress.

ED 199 521

Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students.

ED 199 434

Talking with Your Child: A Manual for Parents.

ED 200 329

A Teacher's Guide to Setting Up a Futures Studies Course.

ED 200 279

Teaching Writing Skills: Focus on the Process.

ED 200 044

TESL Reporter, Vol. 5, Nos. 2 and 4.

ED 200 036

TESL Reporter, Vol. 6, No. 3.

ED 200 041

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?

ED 200 097

Training Program Development for Criminal Justice Agencies.

ED 199 403

Training Volunteers to Work With the Confined Elderly: The Design of a Model Project Workshop for a Rural Area.

ED 199 570

Trustee Handbook. Fourth Edition.

ED 199 830

The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.

ED 199 739

Values & Attitudes Handbook. The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12.

ED 199 534

Vocational Instructor's Survival Guide.

ED 199 406

Volunteers in the Secondary School: A Valuable Resource. The Practitioner, Vol. 7, No. 2.

ED 199 898

Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds.

ED 199 440

Women in Higher Education Administration: Status and Strategies.

ED 200 120

Working on Working. Innovators of Vocational Programs for Handicapped High School Students.

ED 199 433

Working Papers: Community Councils.

ED 199 918

Working with the Handicapped in the Vocational Home Economics Classroom.

ED 199 470

Publication Type Index

1980 Ohio Regional Conferences on Mathematics Education.

ED 200 421

(060) Historical Materials

The African University in Development.

ED 200 142//

Centres of Excellence in British Universities.

ED 200 076

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future.

ED 200 187

Euro-Ethnic Families and Housing in Urban America.

ED 200 679//

A Historical Analysis of the Curriculum and Academic Programs at Castleton State College 1961-1979: Implications for the Future.

ED 200 065

A History of College Football.

ED 200 535

Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association.

ED 200 077

The Politics of Educational Reform in Nineteenth-Century Massachusetts: The Controversy Over the Beverly High School in 1860. Final Report.

ED 200 495

They Chose Greatness: Women Who Shaped America and the World.

ED 200 674

With Roots Entwined: Intergroup Relations in Urban Ethnic America.

ED 200 677//

(070) Information Analyses - General

Ability Grouping: Why Do We Persist and Should We.

ED 200 617

Action Research in Retrospect and Prospect.

ED 200 560

Adaptive Mental Testing: The State of the Art.

ED 200 612

Adults as Learners. Increasing Participation and Facilitating Learning.

ED 200 099//

The Aged and Aging Developmentally Disabled: An Exploration into Issues and Possibilities.

ED 199 589

Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2.

ED 200 559

Answer Changing Behavior on Objective Tests: What is Our Responsibility?

ED 199 638

Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.

ED 200 653

Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness?

ED 199 635

A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination.

ED 199 843

Can Storybooks Really Change Behavior?

ED 200 320

Centres of Excellence in British Universities.

ED 200 076

Childhood Depression and Hyperactivity.

ED 199 958

China Briefing, 1980.

ED 200 510

Church-State Separation: Recent Trends and Developments. ADL Domestic Report: Law, Vol. VI, No. 1.

ED 199 824

Cohesion in English: A Key to the Way Our Culture Thinks?

ED 199 726

College Student Attrition and Retention. College Board Report No. 81-1.

ED 200 170

Competency-Based Education: An Overview.

ED 200 268

A Comprehensive Analysis of States' Ages of Eligibility Policies for Special Education: Issues and Implications for Policy Development.

ED 199 964

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future.

ED 200 187

Computer Assisted Instruction in Schools: Achievements, Present Developments, and Projections for the Future. Executive Summary.

ED 200 188

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.

ED 200 594

Conference Interpretation: A Review of Recent Theory and Research.

ED 200 054

Considering Construct Validity in Incomplete Text Research.

ED 199 637

Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick?

ED 199 773

Cooperative Purchasing Guidelines. Background and Research, Pros and Cons, Examples of Exemplary Programs, Sample Forms, and Organization Procedures.

ED 199 805//

Cuebook II. State Education Collective Bargaining Laws. Report No. F80-5.

ED 199 907

Current Books on Composition: Some Reviews.

ED 199 759

Daring to Dream: Law and the Humanities for Elementary Schools.

ED 200 468

Data Input for Libraries: State-of-the-Art Report.

ED 200 216

Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.

ED 200 127

Educational Research, Development, and Innovation: The Institutionalization of Change in Education.

ED 199 937

Education in the 80's: English.

ED 199 762

Education of the Disadvantaged: A Conceptual Overview.

ED 200 656

Effective Instruction.

ED 200 572

The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202.

ED 199 435

The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers.

ED 200 528

Elementary School Principal Effectiveness.

ED 199 905

Empathy and Assertive Communication.

ED 199 793

Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

ED 199 444

The Ethnography of Schooling: Implications for Educational Policy-Making.

ED 199 809

Evaluation of Educational Personnel. A Report of the Massachusetts Board of Education Study Committee. And Supplement.

ED 199 846

Faculty Cultures and Instructional Practices.

ED 200 179

Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981.

ED 200 119

Foreign Language Reading Research: Recent Trends and Future Prospects.

ED 200 057

Formulating a Comprehensive Index of Political Education in Contemporary America. First Draft.

ED 200 462

Forty Targets of the Textbook Protesters.

ED 199 716

Forum on Deinstitutionalization: Selected Readings on Children in Adult Jails and Lockups.

ED 199 626

From Black-White Speech Relationships to the Ethnography of Communication, or, Who Profits from Research?

ED 199 705

God, Preachers, and Segregation.

ED 199 803

Humane Education: The Status of Current Research and Knowledge. Special Report.

ED 200 471

Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.

ED 199 667

Increased Decision Making Involvement for Teachers: Ethical and Practical Consideration. Revised.

ED 199 826

Increasing Reading Rates—Consideration of Physiological Limitations and Suggestions for Teaching.

ED 199 670

Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.

ED 199 401

In Defense of PSE: An Opportunity Missed.

ED 199 400

Infants' Perception of Visual Movement: A Review and Theoretical Analysis.

ED 200 321

Institutional Research and External Agency Reporting Responsibility.

ED 200 074

Instructional Support System—Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education—A Selective Review.

ED 199 540

Introduction to the Social Sciences: Teacher's Manual.

ED 200 474

An Investigation of Staff Development Programs Addressing the Problem of Staff Non-Productivity in the Classroom.

ED 200 258

Item Bias Issues: Background, Problems, and Where We Are Today.

ED 200 631

Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.

ED 199 441

A Knowledge-Based Model of Prose Comprehension: Applications to Expository Texts.

ED 199 673

Knowledge Generation, Organization Dissemination and Utilization for Rural Development.

ED 200 379

Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.

ED 199 665

Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association.

ED 200 077

Leadership Theories.

ED 199 932

Life Style Study: Children of the Lesser World in the English-Speaking Caribbean. Volume I: Literature in Retrospect.

ED 200 312

Litigation Costs and Self-Censorship.

ED 199 783

Mass Comm Pact: The Concept of Covenant Between Media and Public.

ED 199 746

Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition.

ED 200 427

Merit Pay. Research Action Brief Number 15.

ED 199 828

The Middle School: A Look Ahead.

ED 199 818

Middle School Research: Selected Studies 1977-79.

ED 199 819

- Minorities in the Media. ED 199 790
- Minority Broadcasting Ownership. ED 199 791
- Motivation. What Research Says to the Teacher. ED 200 564
- A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume I: Executive Summary. Final Report. ED 199 970
- Notes & Quotes on Adult Learning. ED 199 389
- Older Women and Education. ED 199 576
- Once More, With Feeling: Reagan and "The Speech" in 1980. ED 199 777
- On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195. ED 199 666
- Oral Communication Apprehension: Reconceptualization and a New Look at Measurement. ED 199 788
- Oversight on Programs for the Deaf and Hearing Impaired, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on to Examine Current Problems and Programs of the Deaf and Hearing Impaired, and to Explore Future Technological Developments Designed to Handle Their Problems. ED 199 966
- An Overview of Articulation Efforts in Vocational Education: Implications for State Planning. ED 199 558
- Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation. ED 200 094
- Physical and Psychological Decrements Affecting Reading in the Aged. ED 199 633
- Planning and Development of a Conservation Facility. ED 200 239
- The Planning and Implementation of an Australian TAFE Clearinghouse System. ED 199 553
- P.L. 94-142 Needs Assessment and Inservice Training Activities of National Education Associations. ED 199 969
- Policy Options for Insuring the Delivery of an Appropriate Education to Handicapped Children Who Are of Limited English Proficiency. ED 199 963
- Prereading: A Developmental Perspective. Technical Report No. 198. ED 199 659
- Preretirement Education and Counseling. ED 199 611
- Primary Schooling and Economic Development: A Review of the Evidence. World Bank Staff Working Paper No. 399. ED 199 813
- Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization. ED 200 145
- Productivity: Vocational Education's Role. Information Series No. 223. ED 199 446
- Program Evaluation in Distance Education: Against the Technologisation of Reason. ED 200 488
- Program Evaluation in Vocational Rehabilitation: Observations, No. 2. ED 199 458
- Public School Educators in Minnesota. Final Report. ED 199 917
- Pupil Population Projections: Essential Tools for Educational Planners. ED 199 895
- The Rape Victim and Her Social Support System. ED 199 582
- Reading Aloud to Pre-Schoolers Age 3-6: A Review of the Research. ED 199 657

- Reading and Literature: American Achievement in International Perspective. ED 199 741
- Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference. ED 199 651
- Reassessing Research in the Politics of Education. ED 199 822
- Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference. ED 199 630
- Refugee Settlers: Some Aspects of Australia's Changed Institutional Response. ED 200 383
- The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools. ED 199 925
- The Relationships Between Teachers' Goal Orientations, Structure, and Observable Classroom Behaviors. ED 200 590
- Research Survey of Bilingualism and Bilingual Education in the Soviet Union. ED 200 035
- A Review of Assessment Instruments and Procedures for Young Exceptional Children. ED 199 987
- The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools. ED 200 473
- The Role of Literature in Reading Instruction: Cross-Cultural Views. ED 199 692
- Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191. ED 199 662
- School Desegregation to Integration Through Changes in Social Structure. ED 200 654
- School Finance Policies and Practices. The 1980s: A Decade of Conflict. ED 199 927//
- Self-Concept, Self-Esteem and Deafness: Research Problems and Findings. ED 199 603
- Sequencing and Branching: Implications for Theory and Practice. ED 199 708
- Short Term Skill Training. Alternative Approaches. Information Series No. 222. ED 199 445
- The Social Psychology of Commitment to College Teaching. ED 200 171
- The State of Technical Writing. ED 199 763
- Student Affairs in the 1980s: A Decade of Crisis or Opportunity? ED 199 610
- Student Retention Strategies. AAHE-ERIC/-Higher Education Research Report No. 8, 1980. ED 200 118
- Students' Rights and Responsibilities Handbook. 1980 Revision. ED 199 908
- Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children: Final Project Report. ED 199 981
- Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures. ED 199 978
- Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis. ED 199 979
- Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children. ED 199 980
- Supporting Task-Focused Communication. ED 199 780

Publication Type Index

- Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report. ED 200 165
- A Synthesis of Homework Research and Related Literature. ED 199 933
- Teacher Assessment of Supervisory Evaluations. ED 200 514
- Teachers' Cognitive Activities and Overt Behaviors. ED 200 561
- Teacher Training and Student Achievement in Less Developed Counties. World Bank Staff Working Paper No. 310. ED 199 811
- Technical Processing Librarians in the 1980s: Current Trends and Future Forecasts. ED 200 235
- Theories of the Alcoholic Personality. ED 199 579
- Time Out for Problem Solving. ED 200 417
- The Token Ineffectual: The Woman in Academe. ED 199 602
- Toward a Philosophy of Second-Language Learning and Teaching. The Foreign & Second Language Education Series. ED 200 039//
- Toward a Theory of the First Amendment Rights of Children. ED 199 767
- Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth. ED 199 645
- Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education. ED 200 402
- Training in Evaluation Research: The Perspective From a Department of Psychology. ED 199 578
- Update and Implications of Early Personal-Social Learning. ED 200 327
- Using Student Ratings to Improve Instruction: A Synthesis of Research Findings. ED 200 647
- Victims of Myth: The Situation of Rural Youth in Britain. ED 200 368
- Vocabulary Development in the Classroom. ED 200 310
- Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note. ED 199 450
- Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V. ED 200 456
- What Can Research Contribute to Law-Related Education? ED 200 490
- Women in Higher Education Administration: Status and Strategies. ED 200 120
- Workplace Perspectives on Education and Training. Volume I. ED 200 143//
- (071) Information Analyses - ERIC IAPS**
- Administrators and the Courts. The Best of ERIC on Educational Management. Number 56. ED 199 810
- Community Needs Assessment Surveys. Fact Sheet No. 1. ED 200 299
- Cross Age and Peer Tutoring: Help for Children with Learning Problems. What Research and Experience Say to the Teacher of Exceptional Children. ED 199 992
- Culturally Diverse Exceptional Children in School. ED 199 993
- Faculty Development: A Survey of Literature of the '70s. AAHE-ERIC/Higher Education Research Currents, March 1981. ED 200 119

Helping the Displaced Homemaker: One Day at a Time.

ED 199 609

Images: A Guide to Futurizing Your Classroom.

ED 199 627

An International Review of Minimal Competency Programs in Mathematics.

ED 200 438

Learning How to Teach: Processes, Effects, and Criteria.

ED 200 516

Managing Teacher Stress and Burnout.

ED 200 522

Merit Pay. Research Action Brief Number 15.

ED 199 828

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981).

ED 200 400

Occupational Education Today. New Directions for Community Colleges, Number 33.

ED 200 286

Preretirement Education and Counseling.

ED 199 611

The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55.

ED 199 808

Programmable Calculators: Implications for the Mathematics Curriculum.

ED 200 436

Programs and Practices in Adult Counseling.

ED 199 585

Promises and Perils for the 1980s. Junior College Resource Review.

ED 200 281

Research and Issues in Gifted and Talented Education: Implications for Teacher Education.

ED 200 517

School Security. The Best of ERIC on Educational Management, Number 57.

ED 199 829

Special Funding for Small and/or Isolated Rural Schools.

ED 200 342

Student Affairs in the 1980s: A Decade of Crisis or Opportunity?

ED 199 610

Student Retention Strategies. AAHE-ERIC/-Higher Education Research Report No. 8, 1980.

ED 200 118

Women in Higher Education Administration: Status and Strategies.

ED 200 120

(080) Journal Articles

Aspects sémiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks).

ED 200 021

Compétence communicative et acquisition des vocabulaires (Communicative Competence and Vocabulary Learning).

ED 200 019

Methodologie de communication, methode de communication globale et theories heuristiques dans la perspective de l'acquisition du langage (Communication Methodology, the Global Communication Method, and Heuristic Theories in the Perspective of Language Learning).

ED 200 020

Vocabulary Development in the Classroom.

ED 200 310

We Killed Them: Trials and Tribulations of a Special Olympic Basketball Team.

ED 199 952

(090) Legal/Legislative/Regulatory

Materials

The Administration of the Institutions of Higher Education Act. (Act No. 362 of June 13, 1973, as Amended in Pursuance of Act No. 328 of June 10, 1976).

ED 200 115

Adoption Assistance and Child Welfare Act of 1980. Public Law 96-272, Ninety-Sixth Congress, H.R. 3434.

ED 200 309

Analysis of Key Federal Legislation Affecting Vocational Education for Indians.

ED 199 390

A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum

to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination.

ED 199 843

The California Student Opportunity and Access Program: An Initial Evaluation.

ED 200 137

Church-State Separation: Recent Trends and Developments. ADL Domestic Report: Law, Vol. VI, No. 1.

ED 199 824

Collection Development Policy for the University Library.

ED 200 238

CSUC Standard for the CLSI Expanded Title Record.

ED 200 248

Employment and Ethnicity.

ED 200 682//

Guidebook for Vocational Education for the Handicapped. Revised.

ED 199 522

Hearing on the Rehabilitation, Education, and Training Programs Administered by the Veteran's Administration-Nashville, Tenn. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs. House of Representatives. Ninety-Sixth Congress, Second Session (September 26, 1980).

ED 199 532

Higher Education. Conference Report: To Accompany H.R. 5192. House of Representatives, Ninety-Sixth Congress, Second Session.

ED 200 102

Human Rights in the United Kingdom.

ED 200 657

Implementing Guidelines. Illinois Law Providing for Sex Equity in Education (Sections 24-4, 24-7, 27-1 of The School Code of Illinois).

ED 199 926

Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education.

ED 199 401

In the Matter of the Board of Education of the City of Trenton, Mercer County. Commissioner of Education Decision.

ED 200 670

Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980.

ED 200 387

Mainstreaming in Business Education. Monograph 135.

ED 199 438

The Michigan Teacher and Tenure. A Study of The Michigan Teachers' Tenure Act 1980.

ED 199 821

Oklahoma's Quest for Quality.

ED 200 541

Oversight of Public Law 94-142-The Education for All Handicapped Children Act, Part 1. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session (September 27, October 9, 11, 16, and 24, 1979).

ED 199 984

Oversight on Education for All Handicapped Children Act, 1979. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, First Session on Oversight on Public Law 94-142. Education of All Handicapped Children Act (July 19, 26, and 31; October 1, 3, and 10, 1979).

ED 199 965

Oversight on Education for All Handicapped Children Act, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on Oversight on Public Law 94-142. Education for All Handicapped Children Act.

ED 199 967

Oversight on Programs for the Deaf and Hearing Impaired, 1980. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, Second Session on to Examine Current Problems and Programs of the Deaf and Hearing Impaired, and to Explore Future Technological Developments Designed to Handle Their Problems.

PACE. A Program for Acquiring Competence in Entrepreneurship. Part II: Becoming an Entrepreneur. Unit D: Government Regulations and Small Businesses. Research and Development Series No. 194 B-4.

ED 199 415

Race Relations in Britain.

ED 200 655

Reference Service Manual. 1980.

ED 200 211

Resource Handbook on Discipline Codes.

ED 199 885

Sea Training at Maritime Academies Oversight. Hearings Before the Ad Hoc Select Subcommittee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, House of Representatives, Ninety-Sixth Congress, Second Session on Sea Training of United States Merchant Marine Officers and Different Ways of Satisfying This Requirement at the Various Maritime Academies.

ED 200 444

Sex Equity Beyond the Classroom Door: Title IX and Extracurricular Activities. A Technical Manual.

ED 199 482

A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series.

ED 200 571

Taxing & Spending in the Silver State.

ED 199 807

Title VII Sexual Harassment Guidelines and Educational Employment [and] What Can Students Do About Sex Discrimination?

ED 200 097

University of Waterloo Library: Statement of Goals and Objectives.

ED 200 193

Working with the Handicapped in the Vocational Home Economics Classroom.

ED 199 470

(100) Non-Print Media

Educational Slides: Form and Function.

ED 200 189

(110) Numerical/Quantitative Data

Canadian Universities 1980 and Beyond. Enrolment, Structural Change and Finance.

ED 200 066

Coast Community Colleges Community Telephone Survey 1980, Report Number 2. The Coast Message: An Examination of the Extent to Which Basic Marketing Efforts Are Reaching the Community.

ED 200 292

College-Going Rates in California. 1979 Update (A Summary).

ED 200 141

Compendium of Selected Data & Characteristics. University of Kentucky Community College System, 1979-80.

ED 200 262

Compensation in Illinois Institutions of Higher Education. Summary of Findings.

ED 200 157

Correlates of Drug Use. Part 1: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8.

ED 199 616

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program. Report 12.

ED 200 283

Earned Degrees Conferred 1977-78.

ED 200 154

The Effects of Closing Five Schools in 1979 on School District Enrollments.

ED 199 923

Employment and Ethnicity.

ED 200 683//

Employment Attributes of Recent Science and Engineering Graduates. Special Report.

ED 200 123

Employment Survey 1979. AIP Report.

ED 200 071

Enrolment in Higher Education. A Trend Analysis (1961-75).

ED 200 144

- Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research. ED 199 536
- Forty-Eighth Annual Survey of Football Fatalities 1931-1979. ED 200 567
- Futures Research: Financial Planning. Research Report. ED 199 894
- Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II—Home Economics. ED 200 089
- Health Occupations in Illinois: Executive Summary. ED 199 508
- Health, United States, 1980. With Prevention Profile. ED 200 566
- LACC Student Survey—Fall 1980. Research Study Number 81-5. ED 200 294
- Les écoles secondaires de langue française en Ontario: Dix ans après (French Language Secondary Schools in Ontario: Ten Years Later). ED 200 037
- Maryland Statewide Plan for Postsecondary Education. Second Annual Review. ED 200 105
- Nursing Education in Alabama: Supply and Demand, Quality of Programs and Minority Representation. ED 200 131
- Parent-Infant Early Education Program. Central Institute for the Deaf, St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979. ED 199 957
- Placement of Engineering and Technology Graduates, 1980. ED 200 070
- Private Schools in American Education. ED 200 389
- A Report on Health Sciences Education Planning for California: 1980-1982. ED 200 140
- Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program. ED 200 259
- Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11. ED 200 282
- A Roundup of State and Local Tax Developments. Financing Higher Education. ED 200 101
- State Postsecondary Education Profiles Handbook, 1980 Edition. ED 200 096
- Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions. ED 200 175
- A Summary of Standards of Academic Progress Categories by Ethnic Category: Closing Fall Term, 1980-81. Research Report No. 81-02. ED 200 263
- Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978. Final Report. ED 200 012
- Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: General Report. ED 200 165
- Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey. ED 200 543
- Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3. ED 200 086
- University Finance: A Statistical Profile. ED 200 148
- Uses of State Administered Federal Education Funds. Fiscal Years 1977 and 1978 (Under Section 437, General Education Provisions Act). Fourth Annual Report of the U.S. Commissioner of Education to the Senate Committee on Labor and Human Resources [and] House Committee

on Education and Labor.

- ED 199 890
- 1980 SAT Scores and Demographic Characteristics of Maryland College-Bound Seniors and 1974-1980 Trends. ED 200 082

(120) Opinion Papers

- Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression. ED 199 802
- Administrative Style as a Predictor of Evaluation Utilization. ED 200 611
- Adult Cognitive Development A La Piaget. ED 199 472
- The African University in Development. ED 200 142//
- Applying Professional Evaluation Standards to Forensics Directors. ED 199 779
- Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980). ED 200 581
- Assuring the Future: A Diplomat's Concerns. ED 200 470
- Audience-Based Composition: The Freshman Writer and the Professional Journalist. ED 199 706
- The "Basics" Relative to School Climate. ED 199 936
- Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness? ED 199 635
- A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities. ED 200 067
- Brain Research and Learning. ED 200 562
- A Brief Review of Recent Court Decisions Related to the Use of Examinations for Purposes of Making Personnel Decisions. An Addendum to the Materials Prepared for the Writing Subtest of the Florida Teacher Competency Examination. ED 199 843
- Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control. ED 199 910
- "But Teach, You Ain't Listenin'" or How to Cope with Violence in a Public School Classroom. ED 200 549
- Campus Bargaining in the Eighties: A Retrospective and a Prospective Look. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education (8th, New York, New York, April 1980). ED 200 112
- The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement. ED 199 572
- Censorship: A Multicultural Issue. ED 199 751
- Church-State Separation: Recent Trends and Developments. ADL Domestic Report: Law, Vol. VI, No. 1. ED 199 824
- Civilized Strategies for Closing Schools. ED 199 904
- Clinician and Writer: Their Crucible of Involvement. ED 199 723
- Coaching for Individual Events. ED 199 797
- Communication Education in the Future: The Emerging Area of Health Communication. ED 199 789
- The Communications Media and Southern and Eastern European Ethnic Groups. ED 200 684//
- The Community: Education on a Grassroots Level. ED 200 276

Publication Type Index

- Competence communicative et acquisition des vocabulaires (Communicative Competence and Vocabulary Learning). ED 200 019
- Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy. ED 199 906
- Comprehensive Writing Programs. ED 200 172
- Conceptual-Based Teaching in Industrial Arts. ED 199 399
- Conceptual Considerations of Ethnicity: Past, Present, and Future. ED 200 678//
- Connecticut's Canterbury Tale: Prudence Crandall and the "School for Nigger Girls". ED 200 497
- A Consultant Study of the Singapore American School Facilities. ED 199 921
- Creating Conditions for Learning: A Further Argument for Free Writing. ED 199 719
- A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education. ED 200 163
- A Critique of Readers as Models for Composition. ED 199 727
- The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties. ED 200 484
- A Current Assessment of How Community College Vocational Education Leadership Needs Are Met: Implications for the Future. ED 200 261
- Curriculum in Higher Education. ED 200 152
- Curriculum Innovation: Teacher Commitment, Training, and Support. ED 200 546
- Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System. ED 199 836
- Daring to Dream: Law and the Humanities for Elementary Schools. ED 200 468
- De-Grading Developmental Studies. ED 200 293
- Design for Equity: Women and Leadership in Higher Education. ED 200 124
- Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher. ED 200 062
- Developing Instructional Materials for Productive Skills. Report of a Study Group Meeting (Jakarta, Indonesia, October 2-17, 1979). ED 199 815
- Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125. ED 199 430
- Directing Freshman English: The Roles of Administration in Freshman English Programs. ED 199 711
- Documentation and Information in Youth Research. ED 200 367
- East Oak Cliff Subdistrict Governance (Management) System. Toward a Self Correcting, Self Renewing Educational System. ED 199 845//
- An Educational Research Framework Applied to a Secondary School in Japan. ED 200 467
- Education in the 80's: English. ED 199 762
- Education of the Disadvantaged: A Conceptual Overview. ED 200 656
- Effective Listening: Key to Intimate Communication. ED 199 781
- Empathy and Assertive Communication. ED 199 793
- Employment and Ethnicity. ED 200 682//

Publication Type Index

Energy: Factors Influencing Vocational Education Policy. Information Series No. 220. ED 199 443
 Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221. ED 199 444
 Ethnicity and Social Services: Some Policy Perspectives. ED 200 680//
 Euro-Ethnic Families and Housing in Urban America. ED 200 679//
 Euro-Ethnic Women: Some Observations. ED 200 681//
 Evaluation as an Effective Strategy for Instructional Improvement: Essential Conditions for Implementation. ED 200 625
 The Evolution of Roles and Aspirations: Burgeoning Choices for Females. ED 200 110
 Examining Controversies in Adult Education. ED 200 100//
 Five Views of the Child in Educational Decision-Making. ED 200 330
 Foreign Language Reading Research: Recent Trends and Future Prospects. ED 200 057
 Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State. ED 200 109
 From Black-White Speech Relationships to the Ethnography of Communication, or, Who Profits from Research? ED 199 705
 The Function of Educational Administration in the Processes of Cultural Transmission. ED 199 911
 Good Schools for Middle Grade Youngsters: Characteristics, Practices, and Recommendations. ED 199 816
 The Government and Information: Costs, Choices and Challenges. ED 200 251
 Health Occupations Education Today! And Tomorrow! ED 199 471
 Hearing on the Rehabilitation, Education, and Training Programs Administered by the Veterans' Administration-Nashville, Tenn. Hearing before the Subcommittee on Education, Training, and Employment of the Committee on Veterans' Affairs. House of Representatives. Ninety-Sixth Congress, Second Session (September 26, 1980). ED 199 532
 Higher Education in the Eighties. ED 200 068
 How to Learn a Foreign Language. ED 200 038//
 A Human Resource Development Model for Schools. ED 199 928
 Human Services and Teacher Education: A Time for Action. ED 200 523
 The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process. ED 199 731
 If You Teach Phonics, These 7 Suggestions Could Help. ED 199 669
 Increased Decision Making Involvement for Teachers: Ethical and Practical Consideration. Revised. ED 199 826
 In Defense of PSE: An Opportunity Missed. ED 199 400
 Indexing Tuition and Fees to Cost of Education: Implications for State Policy. ED 200 085
 Informing the Future: A Plan for Higher Education for the Eighties. ED 200 138
 Informing the Future: A Plan for Higher Education for the Eighties. Working Papers. ED 200 139
 Instant Interaction for Entry-Level ESL Students. ED 200 058

Instructional Television: Potentials or Problems. ED 200 229
 Integrating Writing Into the Elementary Language Arts Curriculum: Let's Put Writing In Its Place. ED 199 744
 Interface in Retrospect, 1978-1980. ED 200 289
 Intergovernmental Relations and Ethnicity. ED 200 685//
 Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper. ED 200 231
 Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194. ED 199 665
 Law Schools and Professional Education: Report and Recommendations of the Special Committee for a Study of Legal Education of the American Bar Association. ED 200 077
 Leadership Expectancy. ED 199 837
 Liberal Education: Speech Communication in the Process and the Product. ED 199 785
 Licensure: What Vocational Educators Should Know. Information Series No. 219. ED 199 442
 Lifelong Learning for Self-Sufficiency. Report of a Miniconference Endorsed by the 1981 White House Conference on Aging (Racine, Wisconsin, November 12-14, 1980). ED 199 405
 Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning". ED 199 732
 Lyndon Johnson's Press Conferences. ED 199 798
 Mainstreaming in Business Education. Monograph 135. ED 199 438
 Mass Comm Pact: The Concept of Covenant Between Media and Public. ED 199 746
 Math Anxiety and the Student of the '80's. ED 200 296
 Methodologie de communication, methode de communication globale et theories heuristiques dans la perspective de l'acquisition du langage (Communication Methodology, the Global Communication Method, and Heuristic Theories in the Perspective of Language Learning). ED 200 020
 The Middle School: A Look Ahead. ED 199 818
 Missed the Bus? ED 200 370
 Mythology in American Education. ED 199 935//
 National Council on Family Relations. Pre-Conference Workshop: "Quality of Family Life in the Military." Proceedings Report (Greensboro, North Carolina, 1980). ED 199 402
 The National Diffusion Network: A Network Assisting Schools to Adopt Exemplary Programs. ED 200 639
 National Strategies for Curriculum Design and Development. Report of a High-Level Personnel Study and Seminar on Design of Curricula (Australia, September 10-22, 1979). ED 199 814
 A Nationwide Network: Development, Governance, Support. ED 200 210
 Oklahoma's Quest for Quality. ED 200 541
 On Coping and Change. The Catherine Molony Memorial Lecture (City College, New York, New York, April 26, 1980). ED 200 667
 On the Conduct of Site Relations in Educational Research. ED 199 916
 On the Nature of Normative Statements. ED 200 638
 The Other "Come" in Black English. ED 200 046

(120) Opinion Papers

371

Our Foreign Language Illiteracy: International Implications. ED 200 022
 The PANG Project. Process Analysis of Non-Grading. Project No. 214. ED 200 613
 A Partial Reading Model Utilizing Language Unit Size by Frequency. ED 199 655
 Poetry and the "Me" Generation: Democratizing the "Ars Poetica". ED 199 750
 Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute. ED 199 831
 A Prescriptive Model for Determining Professional Development Needs of Principals. ED 199 929
 Pressures That Promote Curriculum Schemes in Kindergarten. ED 200 337
 Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review. ED 200 059
 Proceedings of a Symposium: Education and Contemporary America (Boise, Idaho, October 9-11, 1980). ED 200 530
 Productivity: Vocational Education's Role. Information Series No. 223. ED 199 446
 Program Evaluation in Distance Education: Against the Technologisation of Reason. ED 200 488
 Program Review's Missing Member: A Consideration of Quality and Its Assessment. ED 200 108
 A Quest for Common Learning: The Aims of General Education. A Carnegie Foundation Essay. ED 200 298
 Reducing Anxiety in Writing Instruction. ED 199 718
 Relevance and Curriculum: Making the Five R's Meaningful. ED 199 931
 A Report on the Festival of Children's Programming (Montreal, Quebec, Canada, October 16-18, 1977). ED 200 200
 Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979). ED 199 381
 Research on Children's Reading Comprehension of Expository Prose: A Problem of Ecological Validity. ED 199 656
 The Retention Committee, University of Pittsburgh. A Report to the Provost. ED 200 178
 Retention: Tactic for the Eighties [and] Retention Improvement: Selected Case Studies. Policy Briefs. ED 200 158
 The Review and Proceedings of the Community College Humanities Association, Number 2. ED 200 272
 Review of Salient Points of Volume II: Implications for Education of Prospective Changes in Society. ED 199 827
 The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools. ED 200 473
 Rhetoric: The Methodology of the Humanities. ED 199 721
 Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191. ED 199 662
 Scholarship at a Land-Grant University. ED 200 184
 School Desegregation to Integration Through Changes in Social Structure. ED 200 654
 School Law: A Generic Competency For Teachers. ED 200 548

Science Fiction as Social Movement: Ideology and Resource Mobilization in Cultural Production and Reproduction.

ED 200 485

"The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View.

ED 200 554

Sequencing and Branching: Implications for Theory and Practice.

ED 199 708

Social Security and the Changing Roles of Men and Women (A Summary). NEA Research Memo.

ED 199 448

Some Advantages of Alternate-Choice Test Items.

ED 200 648

Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science.

ED 200 448

Speculations on Computer Assisted Design of Instruction.

ED 200 215

The State of Technical Writing.

ED 199 763

Strategies for Teaching Composition to Native Americans.

ED 199 761

The Study of Ethnic Groups.

ED 200 091

Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students.

ED 199 434

The Teacher's Attitude toward the Student's Output in the Second Language Classroom.

ED 200 056

The Teacher's Story: The Oldest and Newest Form of Educational Research.

ED 200 597

Teaching about Southeast Asia in U. S. Secondary Schools. Service Center Papers on Asian Studies, No. 11.

ED 200 492

Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.

ED 199 784

Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers.

ED 199 568

Teaching Literature in Prison—Or Confessions of a Neo-Pragmatist.

ED 199 703

Teaching Writing Skills: Focus on the Process.

ED 200 044

Technical Snobbery Versus Clear Communicat-

ing.

ED 199 722

Three Futures in Collegiate Theatre (in Indiana).

ED 200 107

Tillamook's Learning Disabilities Program for Secondary Students. OSSC Bulletin, Vol. 24, No. 5.

ED 199 889

Towards a Biosocial Perspective: Suggestions from a Biologist.

ED 200 460

Two Constraints to Utilization at the School Level.

ED 199 825

The Unemployment Numbers Is the Message. Occasional Paper No. 38.

ED 199 432

Until the Fire and the Rose Are One.

ED 200 369

Usage: Or Back to Basics: An Old Saw Reshaped.

ED 199 736

Viewpoints on Interpreting Outcome Measures in Vocational Education. National Conference on Outcome Measures for Vocational Education (Louisville, Kentucky, August 16-18, 1979). Information Series No. 187.

ED 199 431

We Killed Them: Trials and Tribulations of a Special Olympic Basketball Team.

ED 199 952

What Can Research Contribute to Law-Related Education?

ED 200 490

What Do You Expect, We're All Crooks.

ED 199 702

What Is Home Economics Education?

ED 199 546

Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education.

ED 199 710

With Roots Entwined: Intergroup Relations in Urban Ethnic America.

ED 200 677//

A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting.

ED 200 277

Writing: Different Motivational Approaches.

ED 199 695

Writing in the Academic Community.

ED 199 752

Writing Redux.

ED 199 699

The 80's: How Will Public Education Respond? A Report of the Council of Chief State School Officers' Annual Summer Institute (10th, Jeffersonville, Vermont, Just 25-August 2, 1979).

ED 199 833

(130) Reference Materials

Aboard the Space Shuttle.

ED 200 440

Compendium Listing.

ED 199 856

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report, Volume II.

ED 199 550

Medical Handbook for Pilots.

ED 200 433

Medical Service Clinical Laboratory Procedure—Hematology.

ED 200 431

Medical Service Clinical Laboratory Procedures—Bacteriology.

ED 200 432

Medical Service Clinical Laboratory Procedures—Parasitology.

ED 200 430

Medical Service Clinical Laboratory Procedures—Serology.

ED 200 429

Pennsylvania's Energy Curriculum for the Secondary Grades: Industrial Arts.

ED 200 413

Pennsylvania's Energy Curriculum for the Secondary Grades: Informational Module.

ED 200 408

Pennsylvania's Energy Curriculum for the Secondary Grades: Social Studies.

ED 200 414

Standard First Aid Training Course. Naval Education and Training Command Rate Training Manual.

ED 200 434

Survival Strategies for Successful Learning Lab Management.

ED 200 260

(131) Reference Materials - Bibliographies

Annotated Listing of South Carolina Department of Education Publications.

ED 200 246

An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers.

ED 199 544

The Best of Children's Books, 1964-1978.

ED 199 754

Bibliography of Bilingual Materials for Career/Vocational Education. A List of BESC Library Holdings.

ED 199 559

Bibliography of Books for Children.

ED 199 755

A Bibliography on Refugees as It Appeared in UNHCR Newspaper No. 4, October-November, 1980. A Selection with Comments by Professor Barry Stein of Michigan State University, USA.

ED 200 671

Coastal Awareness: A Resource Guide for Teachers in Elementary Science.

ED 200 453

Publication Type Index

Coastal Awareness: A Resource Guide for Teachers in Junior High Science.

ED 200 454

Competency-Based Adult Education Bibliography.

ED 199 571

Current Books on Composition: Some Reviews.

ED 199 759

Dictionary Catalog of Official Publications of the State of New York. Monographs Cataloged by the New York State Library, 1980, No. 2, January 1, 1980 to July 11, 1980.

ED 200 250

Education in the People's Republic of China. A Selective Annotated Bibliography of Materials Published in the English Language 1971-1976.

ED 200 487

Energy Education Materials Bibliography, K-12. 1980. Second Edition.

ED 200 423

The Explorer's Guide to the Universe. A Reading List for Planetary and Space Science.

ED 200 441

Family Life and Child Development: A Selective, Annotated Bibliography Cumulative Through June 1979.

ED 200 301

A Guide to the Literature on Deterioration, Conservation, and Preservation of Library Material. RR-81-1.

ED 200 223

Integrating Writing Into the Elementary Language Arts Curriculum: Let's Put Writing In Its Place.

ED 199 744

Integrity in Teaching Native American Literature.

ED 199 765

Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452

Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.

ED 199 441

Management of Disruptive and Off-Task Behaviors: Selected Resources. Bibliographies.

ED 200 520

Materials for Teaching Adult Functional Literacy in North Dakota: Annotated Bibliography. Occupational Knowledge, Community Resources, Government and Law, Consumer Economics, Health.

ED 199 479

Midwest Race Desegregation Assistance Center Annotated Bibliography 1979.

ED 200 311

Notes & Quotes on Adult Learning.

ED 199 389

Nutrition Education: Selected Resources. Bibliographies.

ED 200 521

The Principals' A Selected Bibliography.

ED 199 914

Programs and Practices in Adult Counseling.

ED 199 585

Project Basic Instructional Guide. Volume II. Survival Skills. Instructional Resources.

ED 200 601

Reading Ladders for Human Relations. 6th Edition.

ED 199 745//

Resources in Education (RIE). Volume 16, Number 8.

ED 199 376

School Security. The Best of ERIC on Educational Management, Number 57.

ED 199 829

A Search for Environmental Ethics: An Initial Bibliography.

ED 200 442//

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 13, No. 4, 1979. Period Covered October-December, 1979.

ED 200 507

Selected Bibliography of Arab Educational Materials, Vol. 3, No. 2, 1978.

ED 200 505

A Selected Bibliography of Functional Literacy Materials for Adult Learners.

ED 199 551

Publication Type Index

Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980.

ED 199 524

A Teacher's Guide to Setting Up a Futures Studies Course.

ED 200 279

Teaching Media Skills: Selected Sources. Bibliographic Series No. 87.

ED 200 213

Training for School Bus Safety. Technical Assistance Bulletin 30.

ED 199 875

UCLA Graduate Theses in English as a Second Language, 1969-1978.

ED 200 055

Utilizing Information Systems in Career Preparation Programs.

ED 200 214

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement V.

ED 200 456

1980 MRDAC Resource Library Annotated Bibliography.

ED 200 666

(132) Reference Materials -

Directories/Catalogs

An Audio-Visual Resource Notebook for Adult Consumer Education. An Annotated Bibliography of Selected Audio-Visual Aids for Adult Consumer Education, with Special Emphasis on Materials for Elderly, Low-Income and Handicapped Consumers.

ED 199 544

Consumer Education Resource Inventory. A Reference Manual for Consumer Educators.

ED 199 545

Defense Technical Information Center Referral Data Bank Directory.

ED 200 256

A Directory of Library Instruction Programs in Pennsylvania Academic Libraries.

ED 200 225

International Education Programs of the U.S. Government: An Inventory.

ED 200 508

Occupational and Environmental Health: A Resource Guide for Health Science Students.

ED 199 449

Program in Science, Technology, and Society.

ED 200 090

Requirements for Certification For Elementary Schools, Secondary Schools, and Junior Colleges. Teachers, Counselors, Librarians, Administrators. Forty-Sixth Edition.

ED 200 605//

Research in Chemistry at Private Undergraduate Colleges. Second Edition.

ED 200 455

Resource Notebook.

ED 199 912

A Review of Assessment Instruments and Procedures for Young Exceptional Children.

ED 199 987

School Safety Funding Sources: Where to Look. Technical Assistance Bulletin 39.

ED 199 884

Selected Sources of Instructional Materials. A National Directory of Sources of Instructional Materials in Health Education, Patient Education, and Safety Education.

ED 200 552

State Postsecondary Education Profiles Handbook, 1980 Edition.

ED 200 096

University of South Alabama Dialect Tape Center: Audio Tape Resources.

ED 199 782

(134) Reference Materials -

Vocabularies/Classifications

Energy & Conservation Glossary. Third Edition.

ED 200 420

An English-Punjabi Dictionary.

ED 200 025//

Le Golf, El Golf, and Le Baseball.

ED 200 045

Notes & Quotes on Adult Learning.

ED 199 389

PACE. A Program for Acquiring Competence in Entrepreneurship. Resource Guide. Research and Development Series No. 194 D.

ED 199 427

Subject Headings Guide: Adapted from Sears List of Subject Headings and the Canadian Companion to Sears. School Library Guide. SL-37-80.

ED 200 257

(140) Reports - General

Bilingual Education and Public Policy in the United States. Ethnoperspectives in Bilingual Education Research, Volume 1.

ED 200 005

Canadian Universities 1980 and Beyond. Enrollment, Structural Change and Finance.

ED 200 066

Chicano Sociolinguistics: A Brief Introduction.

ED 200 013//

Children and Television. A Digest of Events Saluting International Year of the Child.

ED 200 199

Comprehensive Treatment of Runaway Children and Their Parents.

ED 199 581

Conceptual Considerations of Ethnicity: Past, Present, and Future.

ED 200 678//

A Conceptual Model of Integrated Child and Family Therapy.

ED 199 577

Developing Instructional Materials for Productive Skills. Report of a Study Group Meeting (Jakarta, Indonesia, October 2-17, 1979).

ED 199 815

Final Report of Sub-Committee on Race Relations.

ED 200 650

The Free University: A Model for Lifelong Learning.

ED 200 166//

In the Matter of the Board of Education of the City of Trenton, Mercer County. Commissioner of Education Decision.

ED 200 670

National Strategies for Curriculum Design and Development. Report of a High-Level Personnel Study and Seminar on Design of Curricula (Australia, September 10-22, 1979).

ED 199 814

A National Student Competition on Adaptive Re-use: A Shelter Care Facility.

ED 199 624

Papers in Discourse and Contrastive Discourse Analysis. Jyväskylä Contrastive Studies, 5. Reports from the Department of English, University of Jyväskylä, No. 6.

ED 200 064

Peer Group Counseling 1980-81.

ED 199 586

A Practitioners' Guide for Achieving Student Integration in City High Schools.

ED 200 669

Problem-Oriented Parent Conferences: A Training Strategy for School Personnel.

ED 199 608

R&D Speaks: Bilingual/Multicultural Education. Conference Proceedings (Austin, Texas, November 12-13, 1979).

ED 200 011

United States Federal Policies for Education for the Disadvantaged. Reviews of National Policies for Education.

ED 200 686//

(141) Reports - Descriptive

AACTE State Associations and Public Law 94-142.

ED 200 583

An Addendum to a Handbook on Parent Involvement with a Focus on Parents' Educational and Social Development and Positive Parent-Child Interactions.

ED 200 316

Adopting the RIPPS Program. Monograph 6.

ED 199 683

Adult Literacy. A Study of Its Impact.

ED 199 473

Alternative Schools and Programs: Five Descriptions. Technical Assistance Bulletin 37.

ED 199 882

American Association of School Administrators 1980 Summer Instructional Leadership Conference: A Cooperative R&D Dissemination Pro-

(141) Reports - Descriptive

373

ject. Final Report.

ED 199 934

Annual Report of Indian Education in Montana. Johnson-O'Malley Activities, Fiscal Year 1978.

ED 200 353

The Annual Report of the Special Purpose Educational Programs Funded by the Utah School Finance Program. Program Report.

ED 199 887

Application of the Cellular Learning Theory Model to the Professional Education of Preservice Teacher Trainees and the Inservice Training of Classroom Teachers and Supervisors.

ED 200 533

Assuring Qualified Educational Personnel in the Eighties. "A Revolutionary Concept". Proceedings of the Annual Convention of the National Association of State Directors of Teacher Education and Certification (52nd, Boston, Massachusetts, June 17-19, 1980).

ED 200 581

Automating Exams for a Statistics Course: II. A Case Study.

ED 200 619

The Baccalaureate Degree Program at INTER/MET.

ED 200 174

Barriers in Higher Education for Persons with Handicaps: A Continued Challenge.

ED 200 155

Basic Citizenship Competencies Project. Final Report.

ED 200 459

Behavior Contracts: Written Commitments. Technical Assistance Bulletin 7.

ED 199 860

Bilingual Program Project SELL. Final Report.

ED 200 698

Building School-Court Cooperation: The Berrien County Model. Technical Assistance Bulletin 22.

ED 199 869

"But Teach, You Ain't Listenin'": How to Cope with Violence in a Public School Classroom.

ED 200 549

The California Student Opportunity and Access Program: An Initial Evaluation.

ED 200 137

Camp Unit Design Guidelines.

ED 200 513

Can Research Help Mentally Handicapped Learners Explore Careers?

ED 199 541

Can Research Improve Career Guidance Programs in Rural Schools?

ED 199 542

Career Planning Support System. A Report.

ED 199 439

A Case for Establishing a Teaching and Learning Service Unit at U.N.E.

ED 200 073

CAUSE Grant SER77-06227. Final Report.

ED 200 075

Changing Teacher Behavior: A Challenge for the 1980's.

ED 200 596

Character Education Curriculum [and] Achievement Skills: Guidelines for Personal Success. Level I Junior High, Ages 11-14, Course Description [and] Level II, High School, Ages 15-18, Course Description.

ED 200 463

Clinical Rating Project Interim Report Number 3: Background and Status.

ED 200 623

Colloquy on "The Teaching of the Language of the Host Country to Adult Migrants." Report. (Hasselby, Sweden, May 15-17, 1979).

ED 200 378

Combining Basic Business Math and Electronic Calculators.

ED 200 274

A Communication Skills Training Course for Dental Students.

ED 200 088

Communication Training/Consulting: A Case Study in Training Real Estate Agents.

ED 199 792

Community-Based Ethnic Heritage Studies Program. Final Report.

ED 200 483

Compendium of Selected Data & Characteristics, University of Kentucky Community College System, 1979-80.

ED 200 262
Competency Based Education Program. Final Report, June 1, 1978-November 30, 1979.

ED 199 892
A Comprehensive Approach to Vandalism Prevention: Fayette County, Kentucky. Technical Assistance Bulletin 19.

ED 199 866
Comprehensive Planning Task. Description of Procedures.

ED 199 391
Comprehensive Treatment of Runaway Children and Their Parents.

ED 199 581
Comprehensive Writing Programs.

ED 200 172
CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts.

ED 199 956
The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.

ED 200 083
Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978.

ED 200 128
Coordinated Inservice Activities for Health Occupations Teachers in Central Pennsylvania. Final Report. Health Occupations, Monograph Number 6. Vocational-Industrial Education Research Report. Volume 15, Number 16.

ED 199 380
Coordinating Human Services at the Local Level: Proceedings of the National Network Building Conference (1st, Denver, Colorado, June 23-24, 1980).

ED 200 461
Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity.

ED 200 336
Culturally Diverse Exceptional Children in School.

ED 199 993
Curriculum in Higher Education.

ED 200 152
Curriculum Models, Staff Development Models, and More Models: Strategies to Improve Accountability in the Instructional Process and to Better Manage America's Public Education System.

ED 199 836
Curriculum: U.S. Capacities, Developing Countries' Needs. A Study of How Well U.S. Colleges and Universities are Meeting the Needs of Students from Developing Countries in Selected Fields of Science, Technology, Administration and Social Sciences.

ED 200 399
Declining Enrolments in Manitoba's Public Schools: Issues and Information.

ED 199 842
De-Grading Developmental Studies.

ED 200 293
Delivery of Services to Rural Preschool Handicapped Children: Final Performance Report. July 1, 1976 through June 30, 1979.

ED 199 951
Design for Equity: Women and Leadership in Higher Education.

ED 200 124
Desk Top Computers.

ED 200 275
The Development and Evaluation of the Wilderness Experience Program.

ED 200 366
The Development of a Format for a Policy and Procedure Manual and Process for Implementation for the Hahnemann College of Allied Health Professions: College Governance.

ED 200 162
Development of a Model to Identify Vocational Education Needs Associated with Sex Role Stereotype within Special Target Groups. Final Report, May 15, 1978-September 30, 1979.

ED 199 538
Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values.

ED 199 569
Development, Operation and Maintenance of a Coordinated Communications Network. Final Report.

ED 200 249
District-Level Plan for Conservation. Energy Conservation Guidelines 1.

ED 199 838
Early Identification & Readiness Program. Monograph 3.

ED 199 680
Earned Degrees Conferred 1977-78.

ED 200 154
Educational Evaluation and Training: The Heuristic Value of Causal Modeling.

ED 200 644
Effective Programming for Youth: The Education/Work Connection.

ED 199 523
The Effect of Group Counseling and Physical Fitness Programs on Self-Esteem and Cardiovascular Fitness.

ED 200 531
The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia.

ED 200 340
An Emerging Model in Rural America. Community Based Education, Paper Number Four.

ED 200 382
Energy Conservation in School Facilities. Energy Conservation Guidelines 2.

ED 199 839
Energy Conservation in School Transportation Systems. Energy Conservation Guidelines 4.

ED 199 841
Energy Conservation in the School Curriculum. Energy Conservation Guidelines 3.

ED 199 840
Energy Management Technician Curriculum Development. Final Report.

ED 199 462
Entrepreneurship for Women: An Unfulfilled Agenda. Information Series No. 221.

ED 199 444
The Environmental Communication Ecosystem: A Situation Report.

ED 200 451
Environmental Control for Regional Library Facilities. RR-80-3.

ED 200 222
Equipping Children With Supervisory Skills.

ED 200 587
European Regional Seminar on Implementation of the UNESCO Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (Sofia, Bulgaria, 15-20 October 1979). Final Report.

ED 200 479
Excellence At a New Level for Teacher Education.

ED 200 578
An Exemplary Introductory Course For Secondary Education Majors.

ED 200 540
Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980.

ED 199 509
An Experimental Engineering Technology Career Program for Disadvantaged Minority Students.

ED 200 395
Eye Movement Instrumentation for Reading Research.

ED 200 622
Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education.

ED 200 586
The FBI Crime Resistance Program. Technical Assistance Bulletin 24.

ED 199 871
Federal R&D Obligations Will Show Real Growth in 1981 - Mostly From DOD Programs. Science Resources Studies Highlights, December 31, 1980.

ED 200 406
Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students.

Publication Type Index

ED 199 698
Financial Energy Conservation Projects at Independent Colleges and Universities.

ED 200 153
Flint, Michigan, Community Schools. Technical Assistance Bulletin 21.

ED 199 868
Florida Public Occupational Education Admission Standards and Practices Study.

ED 199 437
Focus on Childminders: A Profile of the First Bunbury Drop-In Centres.

ED 200 302
Formulating a Comprehensive Index of Political Education in Contemporary America. First Draft.

ED 200 462
For Parents Only: Learning Packets to Aid Understanding of Specific Learning Disabilities and Parental Rights.

ED 199 945
Framework for DOE Curriculum Improvement, 1976-1981.

ED 199 900
Franklin School: Vandalism Prevention Through School Pride. Technical Assistance Bulletin 34.

ED 199 879
Further and Higher Education in Denmark.

ED 200 116
A Future of Lost Opportunities? Brief to the Ontario Council on University Affairs.

ED 200 160
Goshen College. Study-Service Trimester Program. A Concise Summary.

ED 200 542
The Governance Structure of the Lansing (Michigan) Staff Development Policy Board.

ED 200 580
Handbook for Implementing Improved Vocational Agriculture/Agribusiness Programs in Urban Areas.

ED 199 478
Handicapped Programs: California Community Colleges.

ED 200 271
A Health Education Cadre for Health Maintenance Organizations.

ED 200 579
Hearing Resource Program, 1979-1980. Report No. 33:10:79/80:003.

ED 199 948
"Helping Hand" Type Programs. Technical Assistance Bulletin 2.

ED 199 858
Helping Ourselves: Local Solutions to Global Problems.

ED 200 435
Helping the Displaced Homemaker: One Day at a Time.

ED 199 609
Human Beings and Their Environment. Final Evaluation Report.

ED 200 398
Human Rights in the United Kingdom.

ED 200 657
Human Service Technician In-Service Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals. Appendix D of Final Report.

ED 199 983
Human Service Technician Project. Final Project Report, June 1978-May 1980.

ED 199 982
Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.

ED 199 397
Informing the Future: A Plan for Higher Education for the Eighties.

ED 200 138
Informing the Future: A Plan for Higher Education for the Eighties. Working Papers.

ED 200 139
Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980.

ED 200 093
Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report, October 1, 1979-December 31, 1980.

- Instructional Support System-Occupational Education II. ISSOE. Hierarchical Structures in Occupational Education-A Selective Review. ED 200 092
- Integrating Clinical Experiences Throughout the Preservice Curriculum. ED 199 540
- Interface in Retrospect, 1978-1980. ED 200 568
- International Dimensions in American Education: Evaluative Criteria for Precollegiate Programs. ED 200 289
- International Education Programs of the U.S. Government: An Inventory. ED 200 489
- Internationalism In Children's Literature: Understanding China: Appreciating Its Literature. A Unit. ED 200 508
- International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (UNESCO House, Paris, September 8-12, 1980). Final Report. ED 199 737
- An International Review of Minimal Competency Programs in Mathematics. ED 200 478
- Interpersonal Skill Training to Facilitate the Employment of Handicapped Students (9/1/79-8/31/80). ED 200 438
- Introduction to the Social Sciences: Teacher's Manual. ED 199 530
- An Investigation of Staff Development Programs Addressing the Problem of Staff Non-Productivity in the Classroom. ED 200 474
- ISSOE: Managing Student Progress. Field Test. Phase 1, Final Report. ED 200 258
- Journal of Advanced Composition, Volume 1, Number 1. ED 199 527
- A Language Skills Orientation Program for Foreign Teaching Assistants and Graduate Students. ED 199 743
- Leadership Expectancy. ED 199 994
- Learning How to Teach: Processes, Effects, and Criteria. ED 199 837
- Le français parle en situation minoritaire: Volume II (Spoken French in a Minority Situation). ED 200 516
- Leisure-Time Education in Denmark: The Leisure-Time Education, etc. (Consolidation) Act. Act No. 316 of June 27, 1980. ED 200 017
- Library Resources for College Scholars. Transactions of a Conference Held at Washington and Lee University (Lexington, Virginia, February 14-15, 1980). ED 200 387
- Mainstreaming the EFL Student into the American College or University. ED 200 218
- Managing Teacher Stress and Burnout. ED 200 023
- A Manual for Youth in SYEP. ED 200 522
- Marketing Post-Secondary Education in the U.S.A. ED 199 557
- Maryland Statewide Plan for Postsecondary Education. Second Annual Review. ED 200 117
- Master Planning for Postsecondary Education in Utah. A Report of the Continuing Education/Community Service Task Force...Master Plan for Lifelong Learning. ED 200 105
- Mathematics in an Individualized Self-Paced Format. ED 200 168
- Measures to Combat Youth Unemployment Taken According to the Employment Plan. Second Edition. ED 200 287
- Meeting Student's Needs: A Promising Innovation. ED 199 480
- Meeting the Needs of the Handicapped Student Teacher. ED 200 558
- Mele-Maat: First Year Evaluation of a British Primary School in the New Hebrides. ED 200 582
- Micro-Computer Tutorial Assistance Project. ED 200 318
- Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979. ED 200 284
- A Model for the Delivery of Service to Children with Learning Disabilities: A Growing International Problem. ED 200 133
- Monograph on Grading for Universities. ED 199 944
- Monograph on Semester System for Universities. ED 200 146
- A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP). ED 200 147
- National School Resource Network. Technical Assistance Bulletin 1. ED 200 643
- Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project. ED 199 857
- New York City Russian Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980. ED 200 390
- Nighttime School Police Presence. Technical Assistance Bulletin 16. [and] Trailer Watch Programs. Technical Assistance Bulletin 17. ED 200 704
- Nursing Education in Alabama: Supply and Demand, Quality of Programs and Minority Representation. ED 199 865
- Occupational Education Today. New Directions for Community Colleges, Number 33. ED 200 131
- Office Automation Pilot: A Paperless Approach at College of DuPage. ED 200 286
- The Officer Friendly Program. Technical Assistance Bulletin 9. ED 200 278
- The Ohio School Library/Media Test and Manual. ED 199 862
- One School's Positive Action Plan. ED 200 240
- The Open Road Student Involvement Project. Technical Assistance Bulletin 29. ED 200 375
- Operation Stay-in-School: A Truancy Abatement Program. Technical Assistance Bulletin 15. ED 199 874
- An outcomes-Focused Approach to the Accreditation Self-Study: A Description of the University of San Francisco Self-Study Process. ED 199 864
- Outcomes of Occupational Education. Phase II Report. ED 200 087
- An Overview of Articulation Efforts in Vocational Education: Implications for State Planning. ED 199 529
- PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980. ED 199 558
- Parenting. Monograph 5. ED 200 672
- Partnership for Rural Improvement: An Emerging Rural Planning and Development Model. Annual Report 1978-1979. ED 199 682
- Patterns of Problem Solving and Its Peer Teaching Program: An Interdisciplinary Innovation. ED 200 344
- Pawtucket School Department's 1979-1980 Title IV-C, Adaptive and Corrective Program of Physical Education. Final Evaluation Report. ED 199 955
- Peer Group Counseling 1980-81. ED 199 586
- Personnel Retention in the College and University Information Systems Environment. ED 200 273
- Peruvian Rural School Construction System. SERP 71: Sierra Type. ED 200 345
- Planning and Decision Making to Improve Teacher Effectiveness: A Conference for Small Colleges and Universities. Conference Proceedings. ED 200 575
- The Planning and Implementation of an Australian TAFE Clearinghouse System. ED 199 553
- The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976. ED 200 129
- A PLATO Probabilistic Testing System. ED 199 518
- The Political Economy Program: An Informal Guide. ED 200 614
- Political Issues in Education. A Report of the 1978 Chief State School Officers Summer Institute. ED 199 831
- The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1. ED 199 395
- Preparing Students for Their Initial Patient Encounter-An Innovative Approach. ED 200 185
- Preparing Teachers to Cope With Health Related Problems in the Classroom. ED 200 584
- Preretirement Education and Counseling. ED 199 611
- Preservice Field-Based Teacher Training in Special Education. ED 200 577
- Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools. ED 200 529
- Private School Data: Issues of Policy and Procedure. The Federal Perspective. ED 200 388
- Private Sector Training of the Economically Disadvantaged: Key Elements of Success. ED 199 477
- Problem Definition and Solution Strategies in Dental Practice. Executive Summary, September 19, 1979-October 31, 1980. ED 200 134
- Problem Definition and Solution Strategies in Dental Practice. Final Report, September 19, 1979-October 31, 1980. ED 200 135
- Problem-Oriented Parent Conferences: A Training Strategy for School Personnel. ED 199 608
- Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations. ED 200 573
- Profile Of A Rural Teachers' Center: Teachers' Center Exchange. Occasional Paper No. 2. ED 200 603
- Program Evaluation in Vocational Rehabilitation: Observations, No. 2. ED 199 458
- Program in Science, Technology, and Society. ED 200 090
- Program Resource Guide. ED 199 855

Project Adventure Summer Trip-June 25-July 16, 1972. ED 200 365

Project BACSTOP Evaluation Report 1973-1974. ED 200 346

Project IMPACT: A Case Study in Gifted Education. ED 199 961

Promises and Perils for the 1980s. Junior College Resource Review. ED 200 281

Proposal to Fund the Establishment of a Computer Based Library Service Utility in British Columbia. ED 200 206

The Protection of Journalists. New Communication Order 4. ED 199 696

Pupil Personnel Services. Monograph 4. ED 199 681

Pupil Population Projections: Essential Tools for Educational Planners. ED 199 895

Quality and Accountability: An Evaluation of Statewide Program Review Procedures. ED 200 156

Race Relations in Britain. ED 200 655

Reading Instruction & Pupil Personnel Services (RIPPS). ED 199 677

Recruitment, Retention, Attrition Project. ED 200 297

Reducing School Bus Violence: The Salem, Oregon, Warning/Suspension System. Technical Assistance Bulletin 5. ED 199 859

Reflections on the Evaluation of a Teacher Education Program: The University of Houston Experience. Current Issues. ED 200 519

The Regents Statewide Plan for the Development of Postsecondary Education, 1980. ED 200 103

A Regional Plan for Optometric Education in the West. ED 200 136

A Report on Health Sciences Education Planning for California: 1980-1982. ED 200 140

Research and Issues in Gifted and Talented Education: Implications for Teacher Education. ED 200 517

Research in Adult Education: Adult Education and Development. Report on the International Seminars Held at the Nordic Folk Academy (Kungälv, Sweden, June 25-27, 1979). ED 199 381

Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory. ED 199 560

A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs. ED 199 672

Restitution Programs for Juvenile Offenders. Technical Assistance Bulletin 23. ED 199 870

The Retention Committee, University of Pittsburgh. A Report to the Provost. ED 200 178

A Review of the IEE's Involvement in Academic Gaming. ED 200 230

The RIPPS Reading Program. Monograph 1. ED 199 679

RIPPS Student Selection Process. Monograph 8. ED 199 684

The Role of the School Principal in Comparative Perspectives. ED 199 930

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979. ED 199 393

School Climate Assessment Programs. Technical Assistance Bulletin 38. ED 199 883

School-Community Cooperation: Oakland's Adopt-a-School Program. Technical Assistance Bulletin 25. ED 199 872

School Court Liaison Program: The Cambridge Model. Technical Assistance Bulletin 31. ED 199 876

Sea Training at Maritime Academies Oversight. Hearings Before the Ad Hoc Select Subcommittee on Maritime Education and Training of the Committee on Merchant Marine and Fisheries, House of Representatives, Ninety-Sixth Congress, Second Session on Sea Training of United States Merchant Marine Officers and Different Ways of Satisfying This Requirement at the Various Maritime Academies. ED 200 444

Self-Formulating Study-Groups: An Innovative Approach to Staff Development in Denmark. ED 200 544

Sex Roles and Psychotherapy: Research Bases for Models of Health. ED 199 599

Significant Inservice Delivery System Designs for Geographically Isolated School Personnel. ED 200 569

Socialization and Family Violence. ED 199 615

Software Organization in Student Data Banks for Research and Evaluation: Four Institutional Models. ED 199 903

Some Considerations of Early Adolescents with Implications for Curriculum and Instruction in Science. ED 200 448

Some Important Considerations in the Development of a Camping Program for Special Education Audiences. ED 200 377

Special Purpose Dissemination Grant. Final Report. ED 200 234

Staff Development: A Humanized Approach. ED 200 550

Starting Out, Moving On, Running Ahead or How Teachers' Centers Can Attend to Stages in Teachers' Development. Occasional Paper No. 8. ED 200 604

Strategies for Strengthening Rural Vocational Programs. August 8, 1979-June 30, 1980. ED 199 524

Structuring an Adult Learning Environment. ED 199 658

Student and Parent Rights in Public Education. ED 199 891

Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions. ED 200 175

Student Development/Classroom Collaboration. ED 200 288

Student Mini-Learning Exercise (SMILE) Cards: Theory into Practice-Now! ED 199 588

The Study of Ethnic Groups. ED 200 091

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 4: Promising Strategies for Determining the Educational Placement of Handicapped Children. ED 199 980

A Study of Reciprocity for Certifying Teachers in Georgia. Issues for Education Series. ED 200 571

A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report. ED 200 651

Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs. ED 199 394

Support for Student Teacher Stress. ED 200 545

Survival Strategies for Successful Learning Lab Management. ED 200 260

Synthesis and Interpretation of Knowledge: New Roles for University Faculty in School Improvement Programs. ED 200 553

Publication Type Index

Systems Overview. ISSOE: Managing Student Progress. ED 199 521

Taking on Tomorrow. Innovative Approaches to Post-Secondary Vocational Education for Handicapped Students. ED 199 434

The Teacher's Story: The Oldest and Newest Form of Educational Research. ED 200 597

Teaching about Southeast Asia in U. S. Secondary Schools. Service Center Papers on Asian Studies, No. 11. ED 200 492

Teaching Graduate Students to Teach Composition: The University of Tennessee. ED 199 730

Teaching Handicapped Students Vocational Education. A Resource Handbook for K-12 Teachers. ED 199 568

Team Approach to Field Based Preservice Teacher Education. ED 200 556

The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation. ED 200 551

Technical Writing Practically Unified through Industry. ED 199 709

TESL Reporter, Vol. 6, No. 3. ED 200 041

Three-Dimensional LIFT Model: A Gifted-Talented High School Program. ED 199 940

Tillamook's Learning Disabilities Program for Secondary Students. OSSC Bulletin, Vol. 24, No. 5. ED 199 889

Too Late at Eight: Prevention and Intervention, Young Children's Learning Difficulties. ED 199 988

Towards More Effective Teaching and Learning: New Directions for Educational Technologies in the 1980s-Research and Studies. ED 200 403

Training for Planning Project. Final Report. ED 199 886

Training in Evaluation Research: The Perspective From a Department of Psychology. ED 199 578

Training Systems for Institutions. Teaching Research, Vol. IX, No. 1. ED 199 954

Tuition and Fees in Public Higher Education in the West: Practices, Trends, Policy Considerations. WICHE Clearinghouse Information Series 3. ED 200 086

University of Cincinnati, Central Library. Computerized Bibliographic Retrieval Services: Evaluative Report, July 1979-August 1980. ED 200 253

The UNRWA/UNESCO Experience in Refugee Education. A Report Submitted to the Danish International Development Agency. ED 200 349

An Urban Extension: Some Innovations. Final Project Report. ED 200 476

Uses of State Administered Federal Education Funds. Fiscal Years 1977 and 1978 (Under Section 437, General Education Provisions Act). Fourth Annual Report of the U.S. Commissioner of Education to the Senate Committee on Labor and Human Resources [and] House Committee on Education and Labor. ED 199 890

Using Developmental Loss Workshops in the Classroom. ED 199 593

Using the Computer to Foster Creative Interaction among Students. ED 200 243

Utilization of Marketing Techniques in California Community Colleges. ED 200 295

Utilizing Information Systems in Career Preparation Programs. ED 200 214

Publication Type Index

- Vandalism Preventive Education: Programs and Resources. Technical Assistance Bulletin 26. ED 199 873
- Videodisc: An Instructional Tool for the Hearing Impaired. ED 200 227
- Visitor Control in the Schools. Technical Assistance Bulletin 20. ED 199 867
- A Vitalized Transitional Program for Bilingual High School Students, George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980. ED 200 703
- Vocational Education and Training in Denmark. ED 199 481
- Volunteers in the Secondary School: A Valuable Resource. The Practitioner, Vol. 7, No. 2. ED 199 898
- Walkie-Talkies Within School Buildings. Technical Assistance Bulletin 8. ED 199 861
- The William A. Wirt High School Behavior Modification Clinic. Technical Assistance Bulletin 36. ED 199 881
- Women and CETA: A Guide for Program Developers and Operators Seeking CETA Funds. ED 199 440
- A Working Model: The Learning Laboratory and Computer Managed Student Record Accounting. ED 200 277
- Working on Working. Innovators of Vocational Programs for Handicapped High School Students. ED 199 433
- The Writing Center and the Library: Teaching the Research Paper. ED 199 707
- Yerba Buena: A School-Based Interagency Team Approach. Technical Assistance Bulletin 32. ED 199 877
- Youth Action Teams: An Approach to Student Involvement. Technical Assistance Bulletin 33. ED 199 878
- Youth Service and Juvenile Justice Networks. Technical Assistance Bulletin 14. ED 199 863
- Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1. ED 199 476

(142) Reports - Evaluative

- Administrative Style as a Predictor of Evaluation Utilization. ED 200 611
- Adult Literacy. A Study of Its Impact. ED 199 473
- American Higher Education in 1975 and 1976: The Academy's Response to Continuing Kondratieff Recession as Reported in "The Times Higher Education Supplement" (London). ED 200 169
- An Analysis of the Learning Resources Programs Provided by the Fifteen Colleges of the Massachusetts Community College System. ED 200 201
- An Analysis of the Vocabulary and Syntax Development of Preschool Children. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 7. ED 200 304
- Assessing the Needs of Adult Learners: Methods and Models. Marketing Studies Series, Vol. 1. ED 199 387
- Assessment of Classroom Status: Using the Perception of Social Closeness Scale. ED 200 616
- An Assessment of Educational and Cultural Needs in Three Counties: San Benito, Santa Cruz, and Monterey, California. ED 200 372
- Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3. ED 199 378
- Bilingual Program-District 13. Funded under ESEA Title VII. Final Report, September 1, 1979-August 31, 1980. ED 200 695

- Bilingual Program Project SELL. Final Report. ED 200 698
- Brain Research and Learning. ED 200 562
- British Columbia Library Network: A Study of Feasibility. Revised. ED 200 203
- Business Department Chairperson: An Administrator or a Teacher? ED 200 181
- Can Research Help Mentally Handicapped Learners Explore Careers? ED 199 541
- Can Research Improve Career Guidance Programs in Rural Schools? ED 199 542
- Career Planning Support System. A Report. ED 199 439
- A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program. ED 200 589
- A Collaborative Involvement Strategy for Educational Improvement. ED 200 576
- A Comparison of Four Survival Ratio Models for Forecasting School Enrollment. ED 199 844
- Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy. ED 199 906
- A Consultant Study of the Singapore American School Facilities. ED 199 921
- Cooperative Program in Urban Affairs and Public Services. Final Program Report, February 1978. ED 200 128
- C.S. 211 Bilingual Gifted and Talented Program. Final Evaluation Report, 1979-80. ED 200 694
- Department of Defense Dependents Schools Comprehensive Social Studies Program Evaluation, Spring, 1980. Summary Report. ED 200 607
- Determining the Cost of Instruction in California Public Higher Education: A Feasibility Study of Alternative Methods. ED 200 173
- District 13 Haitian-Spanish Bilingual Program. Funded under ESEA Title VII. Final Evaluation, July 1, 1979-June 30, 1980. ED 200 696
- The DOBIS and Washington Library Network Systems: A Comparison for the British Columbia Library Network. Revised. ED 200 204
- DOBIS-WLN Impact Study. Report. ED 200 205
- Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education. ED 199 543
- Energy: Factors Influencing Vocational Education Policy. Information Series No. 220. ED 199 443
- ESEA Title VII Chinese Bilingual Program. Community School District One. Final Evaluation Report, 1979-1980. ED 200 697
- The Ethnography of Schooling: Implications for Educational Policy-Making. ED 199 809
- Evaluation as an Effective Strategy for Instructional Improvement: Essential Conditions for Implementation. ED 200 625
- An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting. ED 200 626
- Experience-Based Career Education Demonstration Project. Final Program Performance Report, July 1, 1977-June 30, 1980. ED 199 509
- Fact Sheets 1980-81. Collected Miscellaneous Papers from the ERIC Clearinghouse on Teacher Education. ED 200 586
- Finger Mathematics: A Method for All Children. ED 200 422
- Fort Hamilton High School Project GRASP. ESEA Title VII. Final Evaluation Report, 1979-1980. ED 200 700

(142) Reports - Evaluative

377

- Grover Cleveland High School Basic Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-80. ED 200 705
- Hand-Held Calculators in the Classroom: A Review of the Research. ED 200 416
- Human Services and Teacher Education: A Time for Action. ED 200 523
- Human Service Technician Project. Final Project Report, June 1978-May 1980. ED 199 982
- Impact of a Process Evaluation on an Urban School System's Policies and Practices. ED 200 642
- The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance. ED 199 561
- The Impact of Triple Room Assignment on Students at Rutgers and Douglass Colleges. ED 200 186
- Increasing Sex Equity. The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education. ED 199 401
- ISSOE: Managing Student Progress. Field Test. Phase 1, Final Report. ED 199 527
- Job Sharing Pilot Project in the Department of Education: Final Evaluation. A Report to the Legislature of the State of Hawaii. No. 81-10. ED 199 531
- Languages, Education and Industry: A Summary of Reports and Conferences. ED 200 016
- Les ecoles secondaires de langue française en Ontario: Dix ans après (French Language Secondary Schools in Ontario: Ten Years Later). ED 200 037
- Materials Processing: Centralized Versus the Individual School. A Continuing Controversy. ED 200 242
- The Mathematical Education of Exceptional Children and Youth: An Interdisciplinary Approach. ED 200 425/1
- Measuring Program Implementation in Seven Follow Through Models. ED 200 634
- Mechanization, Automation, and Increased Effectiveness of the Clinical Laboratory. 1976 Edition. ED 200 427
- Micro-Computer Tutorial Assistance Project. ED 200 284
- A Model Demonstration Service Delivery Continuum for Preschool Handicapped Children. Final Program Performance Report, July 1, 1979-June 30, 1980. ED 199 985
- Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Executive Summary of Final Report, October 1, 1977-June 30, 1979. ED 200 132
- Muskogee Community Analysis: A Study of the Community of Muskogee, Oklahoma, and the Muskogee Public Library with Recommendations for the Library. ED 200 237
- National Research Comparing Rural Special Education Delivery Systems Before and After Implementation of the Education of All Handicapped Children's Act. ED 200 385
- A National Student Competition on Adaptive Re-use: A Shelter Care Facility. ED 199 624
- New York City Russian Bilingual Program. ESEA Title VII Final Evaluation Report, 1979-1980. ED 200 704
- On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group. Compensatory Education Division of the National Institute of Education. ED 200 658

Overview to The Local Focus on Youth: A Review of Prime Sponsor Experience Implementing the Youth Employment and Demonstration Projects Act.

ED 199 377

PADS: Pupil Adjustment in a Desegregated Setting. ESEA Title IV, Part C. Project Termination Report, September, 1977 - August, 1980.

ED 200 672

The PANG Project. Process Analysis of Non-Grading. Project No. 214.

ED 200 613

Parent-Infant Early Education Program, Central Institute for the Deaf, St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979.

ED 199 957

Plan for Development of an Educational Program in Rehabilitative Optometry. Final Report.

ED 200 095

The Planning Project Grant to Develop a Cooperative Action Program in Urban Affairs and Academic Public Service. Final Program Report, March 1976.

ED 200 129

Problems of Higher Education in India. An Approach to Structural Analysis and Reorganization.

ED 200 145

Programmed Instruction Manual for a New Solar and Energy Conservation Laboratory. Final Evaluation Report.

ED 199 386

Programs and Practices in Adult Counseling.

ED 199 585

Project BACSTOP Evaluation Report 1973-1974.

ED 200 346

Project BETA. Community School Board District 6, Manhattan. Evaluation Report, 1979-80.

ED 200 701

Project Sunrise: Handicapped Children's Early Education Program: Third Year Demonstration. Final Report, July 1, 1979-June 30, 1980.

ED 199 942

Public Policy and the Financing of Higher Education in New York. Hofstra University Yearbook of Business, Series 15, Volume 6, 1980.

ED 200 081

RECON Alternatives for Eight British Columbia Public Libraries: An Ancillary Report for the British Columbia Library Network Prepared at the Request of the Greater Vancouver Library Federation and Greater Victoria Public Library.

ED 200 207

Report of the Task Force on Graduation Requirements.

ED 199 901

Report on a Study of the Feasibility of Automated Circulation Systemwide for Peninsula Library System (San Mateo County, California).

ED 200 254

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy.

ED 200 130

Sabbatical Report: A Study of College Freshman English Courses.

ED 199 712

San Antonio Experience Based Career Education Demonstration Project. Final Narrative Performance Report, September 15, 1976-August 31, 1979.

ED 199 393

"The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View.

ED 200 554

Short-Term Effects of Human Relations Training (HR-17): A Pre Post Comparison Group Evaluation Study.

ED 200 664

Short Term Effects of Human Relations Training (HR-18): A Pre-Post Evaluation Study.

ED 200 665

Socialization and Family Violence.

ED 199 615

Special Educational Needs Program (SEN). A Technical Report, FY 1978.

ED 199 986

Structured Interview Methodology for Collecting Training Feedback Information.

ED 199 537

A Study of Supplementary Training Available to Follow Through Parents and Aides. Final Report.

ED 200 651

Study of Title II of PL 93-638.

ED 200 376

Study to Determine In-Service Education Needs of Part-Time Vocational Faculty and an In-Service Program to Meet Those Needs.

ED 199 394

A Study to Determine the Efficacy of an Individualized-Modularized Writing Course.

ED 199 740

A Synthesis of Homework Research and Related Literature.

ED 199 933

Target Evaluation System.

ED 200 618

Teachers' Cognitive Activities and Overt Behaviors.

ED 200 561

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

Title VII Bilingual Bicultural Program. Community School District 5. Evaluation Report, 1979-1980.

ED 200 702

Title VII Bilingual Educational Approach (B.E.A.). Community School District 28. Final Report, 1979-1980.

ED 200 699

Title VII-Bilingual Education Program. Community School District 16. Final Evaluation Report, 1979-80.

ED 200 693

Vernacular Black English Inservice Program. King Elementary School. Final Evaluation.

ED 200 706

A Vitalized Transitional Program for Bilingual High School Students, George Washington High School. ESEA Title VII Final Evaluation Report, 1979-1980.

ED 200 703

A Wilderness Adventure Program as an Alternative for Juvenile Probationers: An Evaluation.

ED 200 348

(143) Reports - Research

Access, Retention and Progression of Black Students Through the Two-Tier Florida Higher Education System.

ED 200 687

Acquisition of Temporal and Aspectual Distinctions in Mandarin.

ED 200 006

Adaptation to Work: An Exploration of Processes and Outcomes.

ED 199 428

Addendum: The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-2.

ED 199 396

Aesthetic Patterning of Verbal Art and the Performance-Centered Text.

ED 200 051

Alcohol and Nutrition. Proceedings of a Workshop on Alcohol and Nutrition (Indianapolis, Indiana, September 26-27, 1977). Research Monograph No. 2.

ED 200 559

Allocation of Resources to Computer Support in Two-Year Colleges.

ED 200 280

American Public Opinion Toward Sex Education and Contraception for Teenagers.

ED 200 496

An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor.

ED 200 527

An Analysis of Selected Characteristics of Adult College Students in Relation to Mathematical Competencies.

ED 200 439

An Analysis of the Range of 2B and 3A Responses to Three Inhelder Tasks.

ED 200 446

Applied Communication: Use of Speech Communication Faculty Expertise in University Administration.

Publication Type Index

Asian Pacific Women: Cultural Aspects of Family Planning. A Study by the Asian Women's Health Project.

ED 199 796

Aspects semiotiques de trois manuels scolaires (Semiotic Aspects of Three School Textbooks).

ED 200 653

Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners.

ED 200 021

Assessment of Educational Needs for the Preparation of Health Occupations Education Teachers and Administrators in Pennsylvania. Health Occupations, Monograph Number 2. Vocational-Technical Education Research Report. Volume 15, Number 3.

ED 200 524

An Assessment of the National Incidence of Juvenile Suicide in Adult Jails, Lockups, and Juvenile Detention Centers.

ED 199 378

Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach.

ED 199 625

Behaviors of Educable Mentally Retarded Youngsters as Related to Standardized Measures of Learning Potential and Achievement.

ED 200 640

Bilingualism and Linguistic Segregation in the Schools of Brussels. Publication B-95.

ED 199 950

A Bilingual Model for the Teaching of Immigrant Children.

ED 200 061

Black English Vernacular and Reading Comprehension: A Cloze Study of Third, Sixth, and Ninth Graders. Technical Report No. 199.

ED 199 660

The Black Vote: Racial Intolerance or the Politics of Perception.

ED 200 466

Black-White Differences in Responses to California Psychological Inventory Items.

ED 199 601

Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.

ED 199 580

Capitalization Instruction in Elementary School Textbooks.

ED 199 756

Career Planning for the Educator: Validating Current Career Development Theories.

ED 200 570

A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program.

ED 200 589

CAUSE Grant SER77-06227. Final Report.

ED 200 075

The CB Reader. A Guide to Understanding the Competency-Based Adult Education Movement.

ED 199 572

Changes and Contradictions in Children's Sex-Role Concepts.

ED 199 594

Characteristics of Kindergarten Children Perceived as "Thriving," "Average," or "Non-Thriving" by Their Teachers.

ED 200 307

Child Care Centers Sponsored by Employers and Labor Unions in the United States.

ED 200 331

Childhood Depression and Hyperactivity.

ED 199 958

Children's Communication of Basic Level and Subordinate Level Semantic Contrasts.

ED 199 690

Children's Inferential Comprehension of Pragmatic Causal Relations in Reading.

ED 199 689

Children's Use of Speech Recoding to Obtain Meaning from Sentences.

ED 199 688

Citizen Organizations: Citizen Participation in Educational Decisionmaking. Executive Summary.

ED 200 661

Classroom Environment as a Moderator of the IQ: School Performance Relationship.

ED 199 583

Publication Type Index

Classroom Management Styles and Personality Variables of Teachers and Education Majors: Similarities and Differences.

ED 200 595

Classroom Reading Performance of Children in Relationship to Age Differences within Grades.

ED 199 671

Coast Community Colleges Community Telephone Survey 1980, Report Number 2. The Coast Message: An Examination of the Extent to Which Basic Marketing Efforts Are Reaching the Community.

ED 200 292

Cognitive Skills Assessment Battery (CSAB): Preliminary Results from Fall, 1980 Administration.

ED 200 332

Collective Bargaining in Higher Education Systems: A Study of Four States.

ED 200 183

College Student Perceptions Four Year Follow-up: 1973-77, Characteristics of Freshmen Associated with Retention.

ED 200 125

The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension.

ED 199 778

Community School Development in Nova Scotia. Educational Research Series, Technical Report No. 20.

ED 200 343

Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States.

ED 200 374

Comparisons of Selected Instructional Television Networks: Programming, Management, and Funding Models.

ED 200 190

Compensation in Illinois Institutions of Higher Education. Summary of Findings.

ED 200 157

Computer Aided Authoring and Editing. Technical Note 1-81.

ED 200 247

Computer Managed Instruction in the Navy: II. A Comparison of Two Student/Instructor Ratios in CMI Learning Centers. Technical Report.

ED 200 226

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies.

ED 200 594

Conceptual Frameworks of Reading Held by Teachers.

ED 199 641

A Conceptual Model of Integrated Child and Family Therapy.

ED 199 577

Confirming Story Grammar Structures.

ED 199 643

Conservation and Preservation Programs for the University of California Libraries: Problems, Programs, and Costs. RR-80-2.

ED 200 221

The Context of Medical Decision-Making: An Analysis of Practitioner/Patient Communication.

ED 200 052

Contrasting the Effects of Some Text Variables on Comprehension and Ratings of Comprehensibility. Technical Report No. 190.

ED 199 661

The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education.

ED 200 083

Correlates of Drug Use, Part 1: Selected Measures of Background, Recent Experiences, and Lifestyle Orientations. Monitoring the Future Occasional Paper Series No. 8.

ED 199 616

Correlates of Reading and Writing Achievement.

ED 199 642

Counting and Number Conservation: Their Developments and Interrelations. Final Report, June 1, 1978 through September 30, 1980.

ED 200 419

Cross-linguistic Studies of Infant Speech. Perception: The Role of Linguistic Experience.

ED 200 018

CULP (California Union List of Periodicals) 1980 User Survey Results. PN-77.

ED 200 224

Curriculum Innovation: Teacher Commitment, Training, and Support.

ED 200 546

Defining the Basic Writing Student by Count.

ED 199 725

A Description of Moderately Mentally Retarded Adolescents' Responses to Written Language.

ED 199 939

Determinants of Self-Centered Judgments of Responsibility in Group Settings.

ED 199 600

Developing Skills for Occupational Transferability. Insight Gained from Current Practice. Information Series No. 125.

ED 199 430

The Development and Evaluation of the Wilderness Experience Program.

ED 200 366

Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values.

ED 199 569

The Development of a State Distribution System for Federal Vocational Education Funds.

ED 199 566

Development of Preschoolers' Learning, Retention, and Generalization of Concepts.

ED 200 324

The Development of Symbolic Representation: The Case of Building Blocks.

ED 200 333

Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College.

ED 200 127

Differences in Teachers' Perceptions of the Causes of Positive Versus Negative Student Achievement Outcomes.

ED 200 624

Differences in the Rates of Reading Problems in the United States and Japan: A Search for Causes.

ED 199 676

Dimensions of Child Temperament in School Settings.

ED 200 315

The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication.

ED 199 799

The Disabled College Freshman.

ED 199 959

Early Adolescent Use of Selected Problem-Solving Skills Using Microcomputers.

ED 200 449

Early Identification of the Potential Dropout: An Exploratory Study Based on Fall 1979 and Fall 1980 New Students. Student Flow Program, Report 12.

ED 200 283

Educational Evaluation and Training: The Heuristic Value of Causal Modeling.

ED 200 644

Educational Offerings and Areas of Need for Public Instructional Services to American Indian Students in Wisconsin as Reported by Local School District Administrators and Parents of Indian Students: Final Report of the Wisconsin Indian Education Needs Assessment.

ED 200 386

Educational Research, Development, and Innovation: The Institutionalization of Change in Education.

ED 199 937

Education in the Medical Care Setting: Perceptions of Selected Physicians.

ED 199 459

The Effectiveness of Teaching the Nature, Purpose, and Language of Instruction of Reading to First Grade Children.

ED 199 649

Effective Strategies for State Education Agencies in Community Education Development: A National Assessment.

ED 199 832

The Effect of Instructions and Priming on the Use of Analogy Strategies in Reading.

ED 199 675

(143) Reports - Research

379

Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance.

ED 200 557

The Effects of Closing Five Schools in 1979 on School District Enrollments.

ED 199 923

Effects of Collective Bargaining on Teacher-Board Relationship.

ED 199 922

Effects of Deadlines on Proctors in a Personalized Psychology Course.

ED 200 150

Effects of Outcome Knowledge and Content on Supervisors' Judgments.

ED 199 607

The Effects of Participating in Vocational Education: Summary of Studies Reported Since 1968. Research and Development Series No. 202.

ED 199 435

The Effects of Review Questions and Review Concepts on Retention in a Personalized System of Instruction Class.

ED 200 114

The Effects of Storybooks on Preschoolers' Outdoor Play or "Never Put Your Feet in the Street..."

ED 200 322

The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers.

ED 200 528

The Effects of Test Length and Scoring Method on the Precision of Cloze Test Scores.

ED 199 995

The Effects of the Coordinated Consumer Education Project on Improving Maternal and Infant Care Practices in Appalachia.

ED 200 340

Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose.

ED 199 691

Electroencephalographic Assessment in Vocational Counseling. Special Report.

ED 199 385

Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives.

ED 199 634

The Emergence of Mass Communication Curricula in Illinois Community and Junior Colleges.

ED 199 787

An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2.

ED 200 646

Employer Reactions to Efforts to Place Disabled and Disadvantaged Workers. Studies in Placement Monograph No. 4.

ED 199 474

Employment Attributes of Recent Science and Engineering Graduates. Special Report.

ED 200 123

Employment Survey 1979. AIP Report.

ED 200 071

Enrolment in Higher Education. A Trend Analysis (1961-75).

ED 200 144

Epidemiology of Aging. Proceedings of the Conference (2nd, Bethesda, Maryland, March 28-29, 1977).

ED 199 587

Establishing the External Validity of a Transportable System of Staff Development for Inservice Secondary and Postsecondary Vocational Teachers.

ED 199 388

Estimating the Effect of Training Programs with Nonrandom Selection. Final Report, July-November 1980.

ED 199 457

An Ethnographic Study of College-Aged Inefficient Readers.

ED 199 646

Evaluating and Reporting Data Quality in Eye Movement Research. Technical Report No. 193.

ED 199 664

An Evaluation of Research Replication with Q Method and Its Utility in Market Segmentation.

ED 199 771

Evaluation of Videotaped and Live Theatre Auditions.

ED 200 610

Event Schemas, Story Schemas, and Story Grammars. Technical Report No. 197.

ED 199 668
An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment.

ED 200 627
An Example of the Quality of Students' Understanding: Initial Conceptions of Psychology.

ED 200 464
Expanding Career Awareness and Options among Women Undergraduates in Coeducational Institutions: Recommendations for Educational Policy Makers. A Summary of Research.

ED 199 536
The Experience of Teacher Training. A Case Study.

ED 200 588
The Extension College Survey of Student Profile Characteristics, Instructional Experience Attitudes, College Services Attitudes, and Course Scheduling Preferences.

ED 200 084
Eye Movements Reveal Components of Flexible Reading Strategies.

ED 199 648
Factors Affecting the Life Plans of Low-Income Rural Youth.

ED 200 371
Factors Influencing the Vocational Aspirations of Victorian Year 9 Students.

ED 199 447
Faculty Status and Theological Librarians.

ED 200 208
Faculty Workload: Full-Time Faculty Lecture Hour Workload in the Contiguous Forty-Eight States. Management Report, Series No. 24.

ED 200 291
Federal Involvement in Libraries. The Federal Role in the Federal System: The Dynamics of Growth. Commission Report A-84.

ED 200 217
Film Attendance: Why College Students Chose to See Their Most Recent Film.

ED 199 770
Florida Interlibrary Loan Improvement Project. Final Report.

ED 200 209
Forecasting Communication Competencies of Teachers.

ED 199 775
Foreign Languages in Education. NCLE Papers and Reports 1.

ED 200 033
Foreign News Agency Influences on a Developing Country Press (Egypt).

ED 199 734
Formal Evaluation of Certificated Education Staff in Alberta: Practices and Policies. (A Survey Conducted by Alberta Education in 1980).

ED 199 909
Forty-Eighth Annual Survey of Football Fatalities 1931-1979.

ED 200 567
Futures Research: Financial Planning. Research Report.

ED 199 894
Gainesville Junior College Community Impact Study/Needs Assessment Inventory.

ED 200 264
The Governance Structure of the Lansing (Michigan) Staff Development Policy Board.

ED 200 580
Grading Attendance: Does It Reduce Absenteeism?

ED 199 408
Graduates of Higher Education in the Food and Agricultural Sciences: An Analysis of Supply/Demand Relationship. Volume II-Home Economics.

ED 200 089
Health Occupations in Illinois: Executive Summary.

ED 199 508
Health, United States, 1980, With Prevention Profile.

ED 200 566
The Impact of Changing Resource Levels: New York City High Schools, 1974-75 to 1978-79.

ED 199 896

Impact of Employment and Training Programs on Measured Unemployment. Working Paper 1231-3.

ED 199 397
The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance.

ED 199 561
The Impact of Triple Room Assignment on Students at Rutgers and Douglass Colleges.

ED 200 186
Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect?

ED 199 604
Improving Memory Skills in Mentally Retarded Children: Empirical Research and Strategies for Intervention. Technical Report No. 196.

ED 199 667
Improving the Technology of Local Level Vocational Education Planning. Context, Realities, and Research and Development Needs.

ED 199 392
The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement.

ED 200 629
The Influence of Parent's Occupation on the Career Choice of Vocationally Undecided Youth.

ED 199 598
The Influence of Perceptual Speed on Performance Versus Paper-And-Pencil Measures of Spatial Ability. Technical Report 1981-4.

ED 200 630
The Influence of Spelling on Speech Perception.

ED 199 697
Information About Alcohol Consumption as a Determinant of Responsibility Attributions.

ED 199 574
Initial Role Delineation for Entry-Level Health Services Administration Personnel. Comprehensive Report, October 1, 1979-December 31, 1980.

ED 200 093
Initial Role Delineation for Entry-Level Health Services Administration Personnel. Executive Summary of the Final Report, October 1, 1979-December 31, 1980.

ED 200 092
Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S.

ED 199 769
Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students.

ED 200 354
Interjected Routines as Metanarrative Commentary.

ED 199 996
Intrinsic Rewards of Teaching.

ED 200 599
Introducing the College-Bound Student to the Academic Library: A Case Study.

ED 200 236
An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students.

ED 200 447
Investigations in Science Education, Vol. 7, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

ED 200 452
Investigations of the Diagnostic Reliability of Reading Specialists, Learning Disabilities Specialists, and Classroom Teachers: Results and Implications. Research Series No. 88.

ED 199 639
Inviting Teacher Professional Growth.

ED 200 598
Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation.

ED 200 537
Item Bias, Test Speededness, and Rasch Tests of Fit.

ED 200 632
Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety.

ED 200 633
Japan/United States Textbook Study Project. Joint Report.

ED 200 500

Publication Type Index

Job Hunting Behaviors and Employment Status of Recent College Graduates.

ED 200 104
Job Satisfaction and Work Adjustment: Implications for Vocational Education. Information Series No. 218.

ED 199 441
A Knowledge-Based Model of Prose Comprehension: Applications to Expository Texts.

ED 199 673
LACC Student Survey-Fall 1980. Research Study Number 81-5.

ED 200 294
La Migracion Como Una Transicion Critica para la Persona en Su Ambiente. Una Interpretacion Organismico Evolutiva. (Migration as a Critical Person-in-Environment Transition: An Organismic-Developmental Interpretation.)

ED 200 668
Language Constraints and the Functional Stimulus in Reading. Technical Report No. 194.

ED 199 665
Language Differences in Strategies for the Interactional Management of Conversation.

ED 200 053
Laying the Groundwork for an Interdisciplinary Effort Aimed at Prevention of Pregnancy among Middle School Youth. Phase II: A Survey of Florida Vocational Home Economics Teachers. Final Report, July 1, 1979-June 30, 1980.

ED 199 463
Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report. Volume I.

ED 199 549
Legislative Provisions for the Improvement of Guidance Programs and Personnel Development. Final Report. Volume II.

ED 199 550
Life Events and Two-Year Outcome in Schizophrenia.

ED 199 596
Linguistic Analysis of Natural Language Communication with Computers.

ED 200 050
Linguistic Effects on Children's Encoding and Decoding Performance in Japan and the United States.

ED 199 704
Living Conditions of Some Basic School Children: Pointers to Disadvantage.

ED 200 313
Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1.

ED 200 645
Loneliness and Communication Apprehension.

ED 199 774
A Look at the Weber State College CBTE Program After Ten Years.

ED 200 538
Managerial Styles in Academe: Do Men and Women Differ?

ED 199 794
The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often"?

ED 200 620
Measuring Attitude Change Toward Special Needs Learners. Final Report.

ED 200 539
Measuring Power Orientations of School Administrators.

ED 200 615
Measuring Teacher Attitudes toward Instruction in Writing.

ED 199 717
Medicine for the Soul.

ED 200 232
Memory Processes and the Integration of Attitudinal and Behavioral Information.

ED 199 605
A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall.

ED 199 644
A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness.

ED 199 595
The Middle School in Profile: A Day in the Seventh Grade.

ED 199 817
Middle School Research: Selected Studies 1977-79.

ED 199 819

Publication Type Index

Middle School Research Studies, 1980. ED 199 820
 Minor Anomalies and Behavior in Different Home Environments. ED 200 335
 The Mother Tongue and Other Languages in Education. NCLE Papers and Reports 2. ED 200 034
 National Association for Research in Science Teaching Annual Meeting. Abstracts of Presented Papers (54th, Grossinger's in the Catskills, New York, April 5-8, 1981). ED 200 400
 National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers. Technical Report No. 23. ED 200 443
 A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume I: Executive Summary. Final Report. ED 199 970
 A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume III: Basic Survey Findings. Final Report. ED 199 972
 A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume II: Introduction, Methodology, and Instrumentation. Final Report. ED 199 971
 A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume IV: Retrospective Longitudinal Substudy Findings. Final Report. ED 199 973
 A National Survey of Individualized Education Programs (IEPs) for Handicapped Children. Volume V: State/Special Facility Substudy Findings. Final Report. ED 199 974
 A National Survey of Individualized Education Programs (IEPs) for Handicapped Children: Follow-Up Study of the IEP Development Process. Final Report. ED 199 975
 National Union Catalog Experience: Implications for Network Planning. Network Planning Paper No. 6. ED 200 219
 Negative Component of Visual Evoked Potential in Children with Cognitive Processing. ED 200 300
 New and Emerging Entry-Level Office and Distributive Occupations and Their Effect on Business Education Curriculum. ED 199 526
 New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons. ED 200 351
 New Dimensions in Second Language Acquisition Research. ED 200 063//
 New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses. ED 200 608
 Nonmember Trust of a Group. ED 199 772
 Non-Sexist Teacher Education Project Field Trial. Evaluation Report. ED 200 526
 Of Puppet Voices and Interlocutors: Exposing Essences of Puppetry and Speech. ED 200 048
 On Investigating Children's Transition from Narrative to Expository Discourse: The Multidimensional Nature of Psychological Text Classification. Technical Report No. 195. ED 199 666
 On the Comparability of Services Provided to Private School Students under Title I of the Elementary and Secondary Education Act (as amended, 1974) and on the Impact of the Act on Private Schools. A Report for the Education Equity Group, Compensatory Education Division of the National Institute of Education. ED 200 658
 The Ontogenesis of Hypothetical Reference. ED 200 010
 Organizational Communication Research: An Exploratory Application of a Conceptual Model for an Organized Knowledge Base. ED 199 919

Organization Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors. ED 199 800
 Outcomes of Occupational Education. Phase II Report. ED 199 529
 Outcomes of Occupational Education. Phase I Report. ED 199 528
 An Overview of Articulation Efforts in Vocational Education: Implications for State Planning. ED 199 558
 An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training. ED 199 565
 Parent Imprisonment and Child Socialization Research Project. Executive Summary. ED 200 319
 Parent Imprisonment and Child Socialization Research Project. Final Report. ED 200 308
 Parents' View of Parent Involvement in Early Education Programs. ED 200 326
 Participation Motivations of Older Adult Learners. ED 199 404
 Path Analysis of Variables Associated with CETA Training Program. ED 199 436
 Perceived Benefits of the Social Studies Teacher from the Experience of Supervising Social Studies Interns. ED 200 499
 Perceptions of Male and Female Dominant Behavior in Small Group Interactions. ED 199 776
 Persistence of Preschool Effects: Status, Stress and Coping Skills. Year 2 Report. Volume I. ED 200 306
 Person-Environment Congruence in Residences for the Elderly. ED 199 575
 The PLATO V Terminal. ED 200 244
 Plausibility Versus Logical Necessity in Children's Verbal Reasoning. ED 200 303
 Political News on Television: A Closer Look at Audience Use and Avoidance Orientations. ED 199 786
 Portrayals of Teacher Development. ED 200 600
 The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1. ED 199 395
 Practicum Experience: Its Impact on Schools. ED 200 555
 Pragmatic Conditions on Learning How to Refer to Localities. ED 200 009
 Preparation for Metric Changeover in State Departments of Education: A Nationwide Survey. ED 200 404
 Prereading: A Developmental Perspective. Technical Report No. 198. ED 199 659
 Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent. ED 200 384
 Preventing Global Discourse Errors: Problems and Approaches to ESOL Writing. ED 200 060
 Priorities for a "General Education of High Quality" in the State of Ohio: Effects on Emerging Relationships Among Universities, the State Board of Education, and the Public Schools. ED 200 529
 Private School Data: Issues of Policy and Procedure. The Federal Perspective. ED 200 388
 Private Schools in American Education. ED 200 389
 Private Sector Training of the Economically Disadvantaged: Key Elements of Success. ED 199 477

(143) Reports - Research

381

The Problem of School People as Political Actors: Some Recommendations. ED 199 823
 Problem Perception and Knowledge Structure in Expert and Novice Mathematical Problem Solvers. ED 200 609
 The Problems of Multiple Feedback Estimation. ED 200 621
 Psychosocial Environments of Black Colleges: A Theory-Based Assessment. ED 200 660
 Psycho-Social Influences on the Accomplishments of Mexican-American Students. ED 200 355
 Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398. ED 199 812
 Punctuation Instruction in Elementary School Textbooks. ED 199 757
 A Qualitative Analysis of Kindergarten Children's Vocabulary. Mt. Drutt Early Childhood Project: Project Evaluation Report Number 8. ED 200 305
 The Rape Victim and Her Social Support System. ED 199 582
 Readers' Reactions to Temporal Disruption in Stories. ED 199 636
 Reading and Literature: American Achievement in International Perspective. ED 199 741
 Reading: A New Decade and a New Challenge. Volume 3. Third Yearbook of the Arizona State University Reading Conference, 1980. ED 199 631
 Reading Research: Studies and Applications. Twenty-eighth Yearbook of the National Reading Conference. ED 199 651
 Ready for College? (Freshmen Assess Their Preparation in English). ED 200 121
 The Reasons Why Farm Children Drop Out of School. ED 200 380
 Recommendations for Mathematics Education: Final Report of the Mathematics Task Force. ED 200 405
 Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization. ED 200 290
 Reflections and Investigations on Reading: Twenty-fifth Yearbook of the National Reading Conference. ED 199 630
 The Reformulated Model of Learned Helplessness: An Empirical Test. ED 199 591
 Relations Between Early Field Experiences and Performance in Subsequent Coursework. ED 200 525
 The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education. ED 199 407
 The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians. ED 199 650
 The Relationship Between School Climate and Implementation of an Innovation in Elementary Schools. ED 199 925
 The Relationships Between Teachers' Goal Orientations, Structure, and Observable Classroom Behaviors. ED 200 590
 Report of a Study to Determine the Feasibility of Establishing a Management Information System for Vocational Education in the State of Vermont. ED 199 382
 A Report on Medical School Recipients of Financial Distress Grants. Executive Summary, November 1980. ED 200 176
 A Report on Medical School Recipients of Financial Distress Grants. Final Report, November 1980. ED 200 177

Report to the State Legislature on the Progress of the California Community Colleges Affirmative Action Program.

ED 200 259

Re: Revision--An Analysis of the Revision Strategies of College Writers.

ED 199 760

The Response of the Schools to Teenage Pregnancy and Parenthood.

ED 199 629

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11.

ED 200 282

Rewriting in Advanced Composition.

ED 199 738

A Roundup of State and Local Tax Developments. Financing Higher Education.

ED 200 101

Salaries and Related Information for Kansas School Library Media Directors in 1978-1979.

ED 200 212

Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs.

ED 200 637

Schema Theory and Reading Comprehension: New Directions. Technical Report No. 191.

ED 199 662

School Climate and Decision Participation: Baseline Data for the Studies of Implementation.

ED 199 924

School System Response to Planned Interventions to Reduce Sex Bias.

ED 200 511

The Scoring of Writing Samples: A Study.

ED 199 758

The Secretary as an Information Resource.

ED 200 047

Segmentation Skills of Young Children.

ED 200 339

Self-Concept, Self-Esteem and Deafness: Research Problems and Findings.

ED 199 603

Sex-Composition of Occupation and the Determinants of Women's Earnings.

ED 199 562

Sex Differences in Sixth Grade Children's Problem Solving.

ED 200 649

Sex Stereotyping in Drug Advertisements: Evaluation of the Informal Curriculum.

ED 200 480

Short-Term Memory and Reading Related Language Patterns.

ED 199 632

The Social Psychological Significance of Code Switching for Children.

ED 200 024

Some Advantages of Alternate-Choice Test Items.

ED 200 648

Some Causes of Labeling Bias in Psychiatric Diagnosis.

ED 199 606

Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.

ED 199 947

Special Funding for Small and/or Isolated Rural Schools.

ED 200 342

Special Purpose Dissemination Grant. Final Report.

ED 200 234

Spoken Language and the Development of Writing Abilities.

ED 199 729

Stability and Change in Teacher-Pupil Directive Interactions.

ED 200 338

Staff Development Practices in U. S. Community Colleges.

ED 200 285

The Status of Native American Women in Higher Education.

ED 200 364

Strategies for Change.

ED 200 113

Students and Scholars from the People's Republic of China Currently in the United States. Survey Summary.

ED 200 080

Study for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report: Content Analysis of State Annual Program Plans.

ED 199 977

A Study of Academic Learning Time of Mainstreamed Handicapped Students. Final Report.

ED 199 990

A Study of How Restrictive Rental Practices Affect Families with Children.

ED 200 328

A Study of Instructional Dimensions that Affect Reading Comprehension.

ED 199 674

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 2: Analysis of Local School District Procedures.

ED 199 978

Study of Procedures for Determining the Least Restrictive Environment (LRE) Placement of Handicapped Children. Final Report. Activity 3: Legal Analysis.

ED 199 979

A Study of Professional Attitudes of Teachers in the Cumberland County and Putnam County Public School Systems in Tennessee.

ED 199 915

A Study Of Teacher Concerns Within The Teacher Corps Program.

ED 200 592

A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms.

ED 200 534

A Study of the Future of Vocational Education: Implications for Local Planning.

ED 199 563

A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report.

ED 199 976

A Study of the Relationship between Level of Mathematics Anxiety and Sex, Age, Mathematical Background, and Previous Success in Mathematics.

ED 200 265

A Summary of Standards of Academic Progress Categories by Ethnic Category; Closing Fall Term, 1980-81. Research Report No. 81-02.

ED 200 263

Support from Family and Friends: What Helps the Widow?

ED 199 584

Survey of Foreign Language Enrollments in Public Secondary Schools, Fall 1978. Final Report.

ED 200 012

Survey of Secondary School Perceptions. Research Report.

ED 199 893

A Survey of Student Rights in a Public and Alternative High School.

ED 199 592

A Survey of the Similarities and Differences Between Continuing Education and Younger Students.

ED 200 167

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: A North American Comparison.

ED 200 164

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Austria-Germany-the Netherlands.

ED 200 079

Survey of the State-of-the-Art and Likely Future Trends of University Management in Europe: Denmark-Ireland-Norway-Sweden-United Kingdom.

ED 200 078

A Systematic Approach to the Management of Program Development in Teacher Education.

ED 200 574

Teacher Assessment of Supervisory Evaluations.

ED 200 514

Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.

ED 200 591

Teacher Induction: An Aspect of the Education and Professional Development of Teachers.

ED 200 515

Publication Type Index

Teacher Participation in Educational Innovation: Some Insights Into Its Nature.

ED 200 593

Teacher Race and Expectations for Student Achievement.

ED 200 659

Teacher Retirement Systems: Summary of the 1977 Survey.

ED 200 563

Teachers' Conceptions of Their Own Success. Current Issues.

ED 200 518

Teachers' Thinking About Children's Thinking.

ED 200 585

Teacher Supply and Demand in Kansas Public Schools. Second Annual Survey.

ED 200 543

Teacher Training and Student Achievement in Less Developed Counties. World Bank Staff Working Paper No. 310.

ED 199 811

The Teaching of Employability Skills: Who's Responsible?

ED 199 429

Teenage Smoking: Immediate and Long-Term Patterns.

ED 199 628

Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy.

ED 200 373

The Temporal Context of Adoption.

ED 200 486

Tenure Practices in Universities and 4-Year Colleges Affect Faculty Turnover.

ED 200 126

Terrors and Affectations: Students' Perceptions of the Writing Process.

ED 199 720

Testing a Hierarchical Model of Word Identification.

ED 199 685

Thai-Alberta Co-operative Assessment Project (1978-1980) Concerning Thirty-two Rural Secondary Schools in the Third National Economic and Social Plan, Thailand (1972-1976). Summary Report [and] Executive Summary.

ED 200 347

Theoretical Aspects of Translation.

ED 200 043

Time Out for Problem Solving.

ED 200 417

Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material.

ED 199 652

Towards More Effective Teaching and Learning: What Can Research in the Brain Sciences Contribute? A Survey of Some Recent Research Efforts and Their Implications for Education.

ED 200 402

Training the Tutor: A Comparison of Attitudes toward Writing.

ED 199 766

The Transition from Student of Reading Methods to Teacher of Reading.

ED 200 547

The "Unacknowledged" Rape Victim.

ED 199 590

Up Front: The Acquisition of a Concept and a Word.

ED 200 007

The Use and Analysis of Uncommon Forms of Address: A Business Example.

ED 200 049

Use of Case History Data for the Development of Equations in Predicting High Risk. Reading Disabled Students.

ED 199 687

The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. The Cornell University "Learning How To Learn" Project.

ED 200 437

The Use of "Rest" (Restricted Environmental Stimulation Therapy) as a Therapeutic Treatment Model for the Autistic Child: A Pilot Study.

ED 199 943

Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.

ED 200 647

- Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability. ED 200 182
- Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School. ED 199 647
- Validation of a Weight Reduction Treatment Package for the Retarded. ED 199 962
- A Validity Investigation of the Achievement Anxiety Test. ED 200 636
- Verbal Behavior as Mediations of Teacher Expectation Effects. ED 199 613
- Visible Language Learning: A Case Study. ED 199 653
- Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note. ED 199 450
- Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien. ED 199 573
- What Good is Orthographic Redundancy? Technical Report No. 192. ED 199 663
- What Influences Public Library Adult Patrons to Choose the Books They Borrow. ED 200 191
- Who is Engaged More-Teacher or Students? An Analysis of How Activity Structures Affect Student Learning Engagement. ED 200 635
- Why Do Children Say What They Say When They Say It? An Experimental Approach to the Psychogenesis of Presupposition. ED 200 008
- Why Go to College? (Freshmen Assess the Value of a College Degree). ED 200 122
- Word Association Extended: A Study of the Effects of Written Context on Word Meaning. ED 199 686
- Writers as Readers. ED 199 701
- Written Communication at the Managerial and Technical Levels: A Case Study. Working Paper 413. ED 199 749
- The Young Child's Concept of Story. ED 199 640
- Youth Unemployment and Undereducation: What Approaches Work? Research Paper No. 1. ED 199 476
- 1980 Graduates of the Block Project. A Follow-Up Study. ED 200 532
- 1980 Multi-Media Evaluation Report. ED 200 245
- (150) Speeches/Meeting Papers**
- Ability Grouping: Why Do We Persist and Should We. ED 200 617
- Absolutism and Natural Law Argument: William O. Douglas on Freedom of Expression. ED 199 802
- Action Research in Retrospect and Prospect. ED 200 560
- Administrative Style as a Predictor of Evaluation Utilization. ED 200 611
- Adult Cognitive Development A La Piaget. ED 199 472
- The Aged and Aging Developmentally Disabled: An Exploration Into Issues and Possibilities. ED 199 589
- Allocation of Resources to Computer Support in Two-Year Colleges. ED 200 280
- American Public Opinion Toward Sex Education and Contraception for Teenagers. ED 200 496
- An Analysis of Elementary Participation Role Perceptions: Laboratory School Participant, Supervising Teacher, and College Supervisor. ED 200 527
- An Analysis of the Range of 2B and 3A Responses to Three Inhelder Tasks. ED 200 446
- Applied Communication: Use of Speech Communication Faculty Expertise in University Administration. ED 199 796
- Applying Professional Evaluation Standards to Forensics Directors. ED 199 779
- Approaches to Children in the Mainstreaming Process: A Psychological and Administrative Perspective. ED 199 960
- Assessing Student Teacher Performance on the Basis of Cognitive Attainment of Their Learners. ED 200 524
- Assessment of Classroom Status: Using the Perception of Social Closeness Scale. ED 200 616
- Assuring the Future: A Diplomat's Concerns. ED 200 470
- Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach. ED 200 640
- Audience-Based Composition: The Freshman Writer and the Professional Journalist. ED 199 706
- Automating Exams for a Statistics Course: II. A Case Study. ED 200 619
- Beyond the Psycholinguistic Vise of Competence/Performance Theory: Why Study Metalinguistic Awareness? ED 199 635
- The Black Vote: Racial Intolerance or the Politics of Perception. ED 200 466
- Black-White Differences in Responses to California Psychological Inventory Items. ED 199 601
- Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage. ED 199 580
- A Blueprint for the Future of the Southern Association of Land-Grant Colleges and State Universities. ED 200 067
- Bureaucracy, Professionalism and Knowledge: Structures of Authority and Structures of Control. ED 199 910
- Can Storybooks Really Change Behavior? ED 200 320
- A Case Study Of Change: Inservice Teachers in A National Science Foundation Environmental Science Education Program. ED 200 589
- Censorship: A Multicultural Issue. ED 199 751
- Changes and Contradictions in Children's Sex-Role Concepts. ED 199 594
- Changing Teacher Behavior: A Challenge for the 1980's. ED 200 596
- Childhood Depression and Hyperactivity. ED 199 958
- Children's Communication of Basic Level and Subordinate Level Semantic Contrasts. ED 199 690
- Children's Inferential Comprehension of Pragmatic Causal Relations in Reading. ED 199 689
- Children's Use of Speech Recoding to Obtain Meaning from Sentences. ED 199 688
- Civil Rights Issues of Euro-Ethnic Americans in the United States: Opportunities and Challenges. A Consultation Sponsored by the United States Commission on Civil Rights, Chicago, Illinois, December 3, 1979. ED 200 676
- Classroom Environment as a Moderator of the IQ: School Performance Relationship. ED 199 583
- Classroom Management Styles and Personality Variables of Teachers and Education Majors: Similarities and Differences. ED 200 595
- Clinician and Writer: Their Crucible of Involvement. ED 199 723
- Coaching for Individual Events. ED 199 797
- Cohesion in English: A Key to the Way Our Culture Thinks? ED 199 726
- A Collaborative Involvement Strategy for Educational Improvement. ED 200 576
- Combining Basic Business Math and Electronic Calculators. ED 200 274
- The Comment-Provoking Potential of T-Shirts: A Nonverbal Dimension of Communication Apprehension. ED 199 778
- Communication Education in the Future: The Emerging Area of Health Communication. ED 199 789
- The Communications Media and Southern and Eastern European Ethnic Groups. ED 200 684//
- Communication Training/Consulting: A Case Study in Training Real Estate Agents. ED 199 792
- The Community: Education on a Grassroots Level. ED 200 276
- Comparison of Selected Characteristics: Students in Colleges of Agriculture, Korea and the United States. ED 200 374
- Comprehensive Treatment of Runaway Children and Their Parents. ED 199 581
- Computer Aided Authoring and Editing. Technical Note 1-81. ED 200 247
- Conceptual-Based Teaching in Industrial Arts. ED 199 399
- Conceptual Considerations of Ethnicity: Past, Present, and Future. ED 200 678//
- Conceptual Frameworks of Reading Held by Teachers. ED 199 641
- Confirming Story Grammar Structures. ED 199 643
- Connecticut's Canterbury Tale: Prudence Crandall and the "School for Nigger Girls". ED 200 497
- Considering Construct Validity in Incomplete Text Research. ED 199 637
- Constitutional Protection for Whistle Blowers: Has the First Amendment Called in Sick? ED 199 773
- The Cooperative Institutional Research Program: A National, Regional, and Institutional Perspective of Trends in Higher Education. ED 200 083
- Correlates of Reading and Writing Achievement. ED 199 642
- Creating Conditions for Learning: A Further Argument for Free Writing. ED 199 719
- Critical Thinking Reflects (Hevra) Instruction: A Model of Supervision and Instruction Based on Reflectivity. ED 200 336
- A Critique of Motivational Bases for Affirmative Action Programs in Postsecondary Education. ED 200 163
- A Critique of Readers as Models for Composition. ED 199 727
- Cross-linguistic Studies of Infant Speech. Perception: The Role of Linguistic Experience. ED 200 018
- The Cultural-Rhetorical Role of Free Jazz: Forging an Identity in the Sixties. ED 200 484
- Curriculum Innovation: Teacher Commitment, Training, and Support. ED 200 546
- Defining the Basic Writing Student by Count. ED 199 725
- A Description of Moderately Mentally Retarded Adolescents' Responses to Written Language. ED 199 939
- Design and Implementation of an Effective Drama Unit for Middle School/Junior High. ED 199 795
- Desk Top Computers. ED 200 275

- Determinants of Self-Centered Judgments of Responsibility in Group Settings. ED 199 600
- Developing Curriculum for the Bilingual Classroom: Toward Defining the Role of the Teacher. ED 200 062
- Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values. ED 199 569
- The Development of a State Distribution System for Federal Vocational Education Funds. ED 199 566
- Development of Preschoolers' Learning, Retention, and Generalization of Concepts. ED 200 324
- The Development of Symbolic Representation: The Case of Building Blocks. ED 200 333
- Differences in Teachers' Perceptions of the Causes of Positive Versus Negative Student Achievement Outcomes. ED 200 624
- Differences in the Rates of Reading Problems in the United States and Japan: A Search for Causes. ED 199 676
- Dimensions of Child Temperament in School Settings. ED 200 315
- The Dimensions of Prejudice and Their Relationship to Defensive Attribution: A Study in Interracial Communication. ED 199 799
- Directing Freshman English: The Roles of Administration in Freshman English Programs. ED 199 711
- Documentation and Information in Youth Research. ED 200 367
- Educational Evaluation and Training: The Heuristic Value of Causal Modeling. ED 200 644
- An Educational Research Framework Applied to a Secondary School in Japan. ED 200 467
- Education of the Disadvantaged: A Conceptual Overview. ED 200 656
- Effective Listening: Key to Intimate Communication. ED 199 781
- The Effectiveness of Teaching the Nature, Purpose, and Language of Instruction of Reading to First Grade Children. ED 199 649
- The Effect of Instructions and Priming on the Use of Analogy Strategies in Reading. ED 199 675
- Effects of a Mathematics Methods Course on Prospective Elementary School Teachers' Math Attitudes, Math Anxiety and Teaching Performance. ED 200 557
- Effects of Deadlines on Proctors in a Personalized Psychology Course. ED 200 150
- Effects of Outcome Knowledge and Content on Supervisors' Judgments. ED 199 607
- The Effects of Supervision Employing Interaction Analysis on the Teaching Behavior of Selected Physical Education Teachers. ED 200 528
- Effects of Visual and Verbal Stimuli on Children's Learning of Concrete and Abstract Prose. ED 199 691
- Elevating Comprehension Skills by Sensitizing Students to Structural Aspects of Narratives. ED 199 634
- Empathy and Assertive Communication. ED 199 793
- An Empirical Comparison of Title I NCE Gains Estimated with Model A1 and with Model A2. ED 200 646
- Employment and Ethnicity. ED 200 682//
- Ethnicity and Social Services: Some Policy Perspectives. ED 200 680//
- An Ethnographic Study of College-Aged Inefficient Readers. ED 199 646
- Euro-Ethnic Families and Housing in Urban America. ED 200 679//
- Euro-Ethnic Women: Some Observations. ED 200 681//
- Evaluation as an Effective Strategy for Instructional Improvement: Essential Conditions for Implementation. ED 200 625
- An Evaluation of Competency-Based School Programs in a Learning for Mastery Setting. ED 200 626
- The Evolution of Roles and Aspirations: Burgeoning Choices for Females. ED 200 110
- An Examination of the Relationship Between School Scores Derived From Commercial Achievement Tests and Those From Statewide Assessment. ED 200 627
- Excellence At a New Level for Teacher Education. ED 200 578
- An Exemplary Introductory Course For Secondary Education Majors. ED 200 540
- The Experience of Teacher Training: A Case Study. ED 200 588
- Eye Movement Instrumentation for Reading Research. ED 200 622
- Eye Movements Reveal Components of Flexible Reading Strategies. ED 199 648
- Factors Affecting the Life Plans of Low-Income Rural Youth. ED 200 371
- Fiction and American Society: An Experimental Writing and Literature Course for Nontraditional Students. ED 199 698
- Film Attendance: Why College Students Chose to See Their Most Recent Film. ED 199 770
- Florida Public Occupational Education Admission Standards and Practices Study. ED 199 437
- Forecasting Communication Competencies of Teachers. ED 199 775
- Foreign Language Reading Research: Recent Trends and Future Prospects. ED 200 057
- Foreign News Agency Influences on a Developing Country Press (Egypt). ED 199 734
- Forty Targets of the Textbook Protesters. ED 199 716
- Four Perspectives on Program Planning: The Faculty, the Department, the Institution, and the State. ED 200 109
- From Speech to Writing: A Rehearsal Model. ED 199 735
- The Function of Educational Administration in the Processes of Cultural Transmission. ED 199 911
- God, Preachers, and Segregation. ED 199 803
- The Governance Structure of the Lansing (Michigan) Staff Development Policy Board. ED 200 580
- Handicapped Programs: California Community Colleges. ED 200 271
- Health Occupations Education Today! And Tomorrow! ED 199 471
- Higher Education in the Eighties. ED 200 068
- How to Develop and Write a Case for Technical Writing. ED 199 724
- Human Services and Teacher Education: A Time for Action. ED 200 523
- The Ideal Reader and the Ideal Writer: Affective Stylistics and the Writing Process. ED 199 731
- If You Teach Phonics, These 7 Suggestions Could Help. ED 199 669
- Impact of a Process Evaluation on an Urban School System's Policies and Practices. ED 200 642
- The Impact of Job-Performance-Aided Training on Training Effectiveness and Job Performance. ED 199 561
- Impression Formation and the Attribution of Attitudes: A "Sleeper" Effect? ED 199 604
- Improving Accountability of Career Education Programs: Evaluation Guidelines and Checklists. ED 199 564
- Increased Decision Making Involvement for Teachers: Ethical and Practical Consideration. Revised. ED 199 826
- Increasing Reading Rates—Consideration of Physiological Limitations and Suggestions for Teaching. ED 199 670
- Indexing Tuition and Fees to Cost of Education: Implications for State Policy. ED 200 085
- The Influence of Change in Instructional Effectiveness Upon the Relationship of Teacher Expectations and Student Achievement. ED 200 629
- The Influence of Perceptual Speed on Performance Versus Paper-And-Pencil Measures of Spatial Ability. Technical Report 1981-4. ED 200 630
- The Influence of Spelling on Speech Perception. ED 199 697
- Information About Alcohol Consumption as a Determinant of Responsibility Attributions. ED 199 574
- Instant Interaction for Entry-Level ESL Students. ED 200 058
- Integrating Clinical Experiences Throughout the Preservice Curriculum. ED 200 568
- Integrating Writing Into the Elementary Language Arts Curriculum: Let's Put Writing In Its Place. ED 199 744
- Integrity in Teaching Native American Literature. ED 199 765
- Intercultural Communication Patterns of Iranian Students in Public Forums in the U. S. ED 199 769
- Interest in Science Courses and Careers: A Comparison of Mexican-American and Anglo Students. ED 200 354
- Intergovernmental Relations and Ethnicity. ED 200 685//
- Intrinsic Rewards of Teaching. ED 200 599
- An Investigation of Relationships Between Cognitive Preference Orientation and Jungian (MBTI) Personality Types of Eighth-Grade Science Students. ED 200 447
- Inviting Teacher Professional Growth. ED 200 598
- Involvement of AACTE Institutions in Competency Based Teacher Education: A Quest for Quality in Teacher Preparation. ED 200 537
- Issues in Field Experience as an Element in the Library School Curriculum. A Background Paper. ED 200 231
- Item Bias Issues: Background, Problems, and Where We Are Today. ED 200 631
- Item Bias, Test Speededness, and Rasch Tests of Fit. ED 200 632
- Item Response Changes on Multiple-Choice Tests as a Function of Test Anxiety. ED 200 633
- A Knowledge-Based Model of Prose Comprehension: Applications to Expository Texts. ED 199 673
- Knowledge Generation, Organization Dissemination and Utilization for Rural Development. ED 200 379
- Lambrecht Shorthand Aptitude Test and Teacher's Manual. ED 200 641

Language Differences in Strategies for the Interactional Management of Conversation. ED 200 053

Learning Partners: Reading and Mathematics. ED 199 654

Liberal Education: Speech Communication in the Process and the Product. ED 199 785

Linguistic Analysis of Natural Language Communication with Computers. ED 200 050

Literature and the Writing Process: A Pedagogical Reading of William Faulkner's "Barn Burning". ED 199 732

Local Norms in a Large Urban Setting for Evaluating Title I Programs with Model A1. ED 200 645

Loneliness and Communication Apprehension. ED 199 774

A Look at the Weber State College CBTE Program After Ten Years. ED 200 538

Mainstreaming the EFL Student into the American College or University. ED 200 023

Managerial Styles in Academe: Do Men and Women Differ? ED 199 794

Mass Comm Pact: The Concept of Covenant Between Media and Public. ED 199 746

Mathematics in an Individualized Self-Paced Format. ED 200 287

The Meaning of Response Categories: How Often is "Occasionally," "Often," and "Very Often"? ED 200 620

Measuring Power Orientations of School Administrators. ED 200 615

Meeting the Needs of the Handicapped Student Teacher. ED 200 582

Memory Processes and the Integration of Attitudinal and Behavioral Information. ED 199 605

A Meta-Analysis of the Effects of "Imposed" and "Induced" Imagery Upon Word Recall. ED 199 644

A Meta-Analytic Investigation of Fiedler's Contingency Model of Leadership Effectiveness. ED 199 595

Middle School Research: Selected Studies 1977-79. ED 199 819

Middle School Research Studies, 1980. ED 199 820

Minor Anomalies and Behavior in Different Home Environments. ED 200 335

Missed the Bus? ED 200 370

A Model for the Delivery of Service to Children with Learning Disabilities: A Growing International Problem. ED 199 944

A Multi-Faceted Approach for the Development of the Army's Functional Basic Skills Education Program (BSEP). ED 200 643

The National Diffusion Network; A Network Assisting Schools to Adopt Exemplary Programs. ED 200 639

Native Americans as Teacher Trainers: Anatomy and Outcomes of a Cultural Immersion Project. ED 200 390

New Dimensions in Cross-Cultural Counseling: Some Anglo/Hispanic Comparisons. ED 200 351

New Directions in Matching Familiar Figures Test Research Resulting From Scoring and Item Analyses. ED 200 608

Nonmember Trust of a Group. ED 199 772

Office Automation Pilot: A Paperless Approach at College of DuPage. ED 200 278

Oklahoma's Quest for Quality. ED 200 541

Once More, With Feeling: Reagan and "The Speech" in 1980. ED 199 777

On Coping and Change. The Catherine Molony Memorial Lecture (City College, New York, New York, April 26, 1980). ED 200 667

On the Nature of Normative Statements. ED 200 638

Oral Communication Apprehension: Reconceptualization and a New Look at Measurement. ED 199 788

Organizational Communication Research: An Exploratory Application of a Conceptual Model for an Organized Knowledge Base. ED 199 919

Organization Problem Identification: A Qualitative Analysis of Senior Executives' Problem Identifying Communication Behaviors. ED 199 800

The Other "Come" in Black English. ED 200 046

An Overview of Miner Training: Recommendations for Curriculum Development, Instructional Strategies, and Evaluation Techniques for Classroom Training. ED 199 565

Parents' View of Parent Involvement in Early Education Programs. ED 200 326

A Partial Reading Model Utilizing Language Unit Size by Frequency. ED 199 655

Participation Motivations of Older Adult Learners. ED 199 404

Path Analysis of Variables Associated with CETA Training Program. ED 199 436

Perceptions of Male and Female Dominant Behavior in Small Group Interactions. ED 199 776

Person-Environment Congruence in Residences for the Elderly. ED 199 575

Personnel Retention in the College and University Information Systems Environment. ED 200 273

Physical and Psychological Decrements Affecting Reading in the Aged. ED 199 633

Plausibility Versus Logical Necessity in Children's Verbal Reasoning. ED 200 303

Poetry and the "Me" Generation: Democratizing the "Ars Poetica". ED 199 750

Political News on Television: A Closer Look at Audience Use and Avoidance Orientations. ED 199 786

The Potential Impact of Employment and Training Programs on Youth Unemployment. Working Paper 1231-1. ED 199 395

Practicum Experience: Its Impact on Schools. ED 200 555

Preparing Teachers to Cope With Health Related Problems in the Classroom. ED 200 584

Preservice Field-Based Teacher Training in Special Education. ED 200 577

Pre-Service Intern Perceptions Regarding the Nature of Social Studies Education: The Rural Respondent. ED 200 384

Pressures That Promote Curriculum Schemes in Kindergarten. ED 200 337

Private School Data: Issues of Policy and Procedure. The Federal Perspective. ED 200 388

The Problem of School People as Political Actors: Some Recommendations. ED 199 823

Problems in Teaching Oral American English to ESL Students: A Conversation Analysis and ESL Textbook Review. ED 200 059

The Problems of Multiple Feedback Estimation. ED 200 621

Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations. ED 200 573

Program Evaluation in Distance Education: Against the Technologisation of Reason. ED 200 488

Project IMPACT: A Case Study in Gifted Education. ED 199 961

Promoting the Department within the University. ED 199 801

Psycho-Social Influences on the Accomplishments of Mexican-American Students. ED 200 355

The Rape Victim and Her Social Support System. ED 199 582

Readers' Reactions to Temporal Disruption in Stories. ED 199 636

Reading Aloud to Pre-Schoolers Age 3-6: A Review of the Research. ED 199 657

The Reasons Why Farm Children Drop Out of School. ED 200 380

Reassessing Research in the Politics of Education. ED 199 822

Reducing Anxiety in Writing Instruction. ED 199 718

The Reformulated Model of Learned Helplessness: An Empirical Test. ED 199 591

The Relationship between Phonological Features in Oral Reading and Reading Comprehension of Black West Indians. ED 199 650

The Relationships Between Teachers' Goal Orientations, Structure, and Observable Classroom Behaviors. ED 200 590

Relevance and Curriculum: Making the Five R's Meaningful. ED 199 931

Re: Revision--An Analysis of the Revision Strategies of College Writers. ED 199 760

Research on Children's Reading Comprehension of Expository Prose: A Problem of Ecological Validity. ED 199 656

Research Utilization Through Knowledge Transformation. A Programmatic Application of Theory. ED 199 560

A Resource Guide to Assist the Navy in Development of Alternative Strategies to Meet Its Basic Skills Needs. ED 199 672

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy. ED 200 130

Review of Salient Points of Volume II: Implications for Education of Prospective Changes in Society. ED 199 827

Rewriting in Advanced Composition. ED 199 738

Rhetorical Invention: Implications for Rewriting. ED 199 728

Rhetoric: The Methodology of the Humanities. ED 199 721

Salient Issues: A New Technique to Measure the Effectiveness of Sex-Awareness Programs. ED 200 637

Scholarship at a Land-Grant University. ED 200 184

School Desegregation to Integration Through Changes in Social Structure. ED 200 654

School System Response to Planned Interventions to Reduce Sex Bias. ED 200 511

Science Fiction as Social Movement: Ideology and Resource Mobilization in Cultural Production and Reproduction. ED 200 485

- Segmentation Skills of Young Children.
ED 200 339
"The Selection and Nurturing of Teacher Education Faculty" from the Tenured Professor's Point of View.
ED 200 554
Self-Concept, Self-Esteem and Deafness: Research Problems and Findings.
ED 199 603
Sensitizing Undergraduates to Potential Inaccuracies in Projective Test Interpretation.
ED 199 612
Sentence Combining and Error Reduction.
ED 199 694
Sentence Combining: Everything for Everybody or Something for Somebody.
ED 199 753
Sequencing and Branching: Implications for Theory and Practice.
ED 199 708
Sex-Composition of Occupation and the Determinants of Women's Earnings.
ED 199 562
Sex Differences in Sixth Grade Children's Problem Solving.
ED 200 649
Sex Roles and Psychotherapy: Research Bases for Models of Health.
ED 199 599
Sex Stereotyping in Drug Advertisements: Evaluation of the Informal Curriculum.
ED 200 480
Short-Term Memory and Reading Related Language Patterns.
ED 199 632
Socialization and Family Violence.
ED 199 615
The Social Psychological Significance of Code Switching for Children.
ED 200 024
The Social Psychology of Commitment to College Teaching.
ED 200 171
Software Organization in Student Data Banks for Research and Evaluation: Four Institutional Models.
ED 199 903
Some Advantages of Alternate-Choice Test Items.
ED 200 648
Some Causes of Labeling Bias in Psychiatric Diagnosis.
ED 199 606
Some Important Considerations in the Development of a Camping Program for Special Education Audiences.
ED 200 377
Speculations on Computer Assisted Design of Instruction.
ED 200 215
Spoken Language and the Development of Writing Abilities.
ED 199 729
Stability and Change in Teacher-Pupil Directive Interactions.
ED 200 338
The State of Technical Writing.
ED 199 763
Strategies for Teaching Composition to Native Americans.
ED 199 761
Structuring an Adult Learning Environment.
ED 199 658
Student Credit Hours per Full Time Equivalent Faculty Members by Discipline. Data Representing a Set of Rocky Mountain Institutions.
ED 200 175
Student Development/Classroom Collaboration.
ED 200 288
A Study of Instructional Dimensions that Affect Reading Comprehension.
ED 199 674
A Study of Professional Attitudes of Teachers in the Cumberland County and Putnam County Public School Systems in Tennessee.
ED 199 915
A Study Of Teacher Concerns Within The Teacher Corps Program.
ED 200 592
A Study of the Development of Classroom Routines and Academic Performance Expectations in Three Tenth Grade Classrooms.
ED 200 534
- A Study of the Future of Vocational Education: Implications for Local Planning.
ED 199 563
Support from Family and Friends: What Helps the Widow?
ED 199 584
Supporting Task-Focused Communication.
ED 199 780
Survival Strategies for Successful Learning Lab Management.
ED 200 260
Synthesis and Interpretation of Knowledge: New Roles for University Faculty in School Improvement Programs.
ED 200 553
A Synthesis of Homework Research and Related Literature.
ED 199 933
A Systematic Approach to the Management of Program Development in Teacher Education.
ED 200 574
Target Evaluation System.
ED 200 618
Tarot Reading as Recombinant Narrative: Literature as Game/Game as Literature.
ED 199 742
Teacher Development: A Study of Factors Related to Teacher Concerns for Pre, Beginning, and Experienced Teachers.
ED 200 591
Teacher Induction: An Aspect of the Education and Professional Development of Teachers.
ED 200 515
The Teacher's Attitude toward the Student's Output in the Second Language Classroom.
ED 200 056
A Teacher's Guide to Setting Up a Futures Studies Course.
ED 200 279
The Teacher's Story: The Oldest and Newest Form of Educational Research.
ED 200 597
Teachers' Thinking About Children's Thinking.
ED 200 585
Teaching Competencies for Mainstreamed Students: A Format for the Next Fifty Years.
ED 199 784
Teaching Graduate Students to Teach Composition: The University of Tennessee.
ED 199 730
Teaching Literature in Prison-Or Confessions of a Neo-Pragmatist.
ED 199 703
Teaching the Novel: Mainstreaming the Gifted and Jetstreaming the Average.
ED 199 764
Teaching Writing Skills: Focus on the Process.
ED 200 044
Team Approach to Field Based Preservice Teacher Education.
ED 200 556
The Team Concept: A Structure for Unifying the Knowledge Base in Professional Teacher Preparation.
ED 200 551
Technical Snobbery Versus Clear Communicat- ing.
ED 199 722
Technical Writing: Past, Present, and Future.
ED 199 733
Technical Writing Practically Unified through Industry.
ED 199 709
Television as a Means of Training Rural Young-Adult Apprentices in Solar Energy.
ED 200 373
The Temporal Context of Adoption.
ED 200 486
Terrors and Affections: Students' Perceptions of the Writing Process.
ED 199 720
Testing a Hierarchical Model of Word Identification.
ED 199 685
Theories of the Alcoholic Personality.
ED 199 579
Three Futures in Collegiate Theatre (in Indiana).
ED 200 107
The Token Ineffectual: The Woman in Academe.
ED 199 602
- Toward a Theory of the First Amendment Rights of Children.
ED 199 767
Toward Reassessment of the Principles Underlying the Choice of Vocabulary and the Teaching of Word Analysis Skills in Reading Instructional Material.
ED 199 652
Towards a Biosocial Perspective: Suggestions from a Biologist.
ED 200 460
Towards a Theory of Vocabulary Teaching: Psycholinguistic Implications for Vocabulary Growth.
ED 199 645
Training the Tutor: A Comparison of Attitudes toward Writing.
ED 199 766
The Tutor-Trained Teacher: The Role of the Writing Center in Teacher Education.
ED 199 739
The "Unacknowledged" Rape Victim.
ED 199 590
The Unemployment Numbers Is the Message. Occasional Paper No. 38.
ED 199 432
Update and Implications of Early Personal-Social Learning.
ED 200 327
Usage: Or Back to Basics: An Old Saw Reshaped.
ED 199 736
Use of Case History Data for the Development of Equations in Predicting High Risk, Reading Disabled Students.
ED 199 687
The Use of Prose Models in Teaching Composition.
ED 199 715
The Use of "Rest" (Restricted Environmental Stimulation Therapy) as a Therapeutic Treatment Model for the Autistic Child: A Pilot Study.
ED 199 943
Using Developmental Loss Workshops in the Classroom.
ED 199 593
Using Student Ratings to Improve Instruction: A Synthesis of Research Findings.
ED 200 647
Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability.
ED 200 182
Utilization of Marketing Techniques in California Community Colleges.
ED 200 295
Utilizing Information Systems in Career Preparation Programs.
ED 200 214
Utilizing Student Research to Enhance Critical Reading/Thinking and Study Skills in the Junior High School.
ED 199 647
Validation of a Weight Reduction Treatment Package for the Retarded.
ED 199 962
A Validity Investigation of the Achievement Anxiety Test.
ED 200 636
Verbal Behavior as Mediations of Teacher Expectation Effects.
ED 199 613
Victims of Myth: The Situation of Rural Youth in Britain.
ED 200 368
Visible Language Learning: A Case Study.
ED 199 653
Vocational Education and the Work Establishment of Youth: Equity and Effectiveness Issues. A Rand Note.
ED 199 450
Welcome to Federal U., Campus No. 1037: Regulation and Academic Freedom.
ED 200 149
Well-Meaning Liberal Male: Typical Hypocrite or Uncomfortable Alien.
ED 199 573
What Can Research Contribute to Law-Related Education?
ED 200 490
What Do You Expect. We're All Crooks.
ED 199 702

Who is Engaged More—Teacher or Students? An Analysis of How Activity Structures Affect Student Learning Engagement. ED 200 635

Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Education. ED 199 710

With Roots Entwined: Intergroup Relations in Urban Ethnic America. ED 200 677//

Word Association Extended: A Study of the Effects of Written Context on Word Meaning. ED 199 686

Writers as Readers. ED 199 701

The Writing Center and the Library: Teaching the Research Paper. ED 199 707

Writing: Different Motivational Approaches. ED 199 695

Writing in the Academic Community. ED 199 752

Writing Redux. ED 199 699

The Young Child's Concept of Story. ED 199 640

(160) Tests/Questionnaires

An Analysis of the Learning Resources Programs Provided by the Fifteen Colleges of the Massachusetts Community College System. ED 200 201

Attributions and Attributional Change: Effects of a Mastery Learning Instructional Approach. ED 200 640

CAUSE Grant SER77-06227. Final Report. ED 200 075

Collective Bargaining in Higher Education Systems: A Study of Four States. ED 200 183

CONN-CEPT IV: Identification and Programming for Students with Outstanding Talent in the Creative Arts. ED 199 956

Differences Between Persisting, Transfer and Failing Students at an Eastern Engineering College. ED 200 127

Elementary School Self-Assessment Book. Preliminary Edition. ED 199 835

Evaluating Media Programs: District and School. ED 200 228

Gainesville Junior College Community Impact Study/Needs Assessment Inventory. ED 200 264

Integral Elements of an Effective Mathematics Program. ED 200 415

Interview Schedule for Studying Some Basic Characteristics of Learning Projects. ED 199 398

Introducing the College-Bound Student to the Academic Library: A Case Study. ED 200 236

Lambrecht Shorthand Aptitude Test and Teacher's Manual. ED 200 641

The Middle School in Profile: A Day in the Seventh Grade. ED 199 817

Model Development, Implementation and Evaluation of Faculty Development Workshops in Training of Physician's Assistants. Final Report, October 1, 1977-June 30, 1979. ED 200 133

The Ohio School Library/Media Test and Manual. ED 200 240

Parent-Infant Early Education Program. Central Institute for the Deaf. St. Louis, Missouri Final Report, July 1, 1978 through June 30, 1979. ED 199 957

Placement of Engineering and Technology Graduates, 1980. ED 200 070

Professional Development of Supervisors, Cooperating Teachers, and Student Teachers Based On Kent State University Redesign Model Focusing on Independent Study, Learning Stations, Small Group Instruction, Laboratory Situations. ED 200 573

Program Evaluation. Handbooks for Experience-Based Career Education. ED 199 465

Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398. ED 199 812

Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization. ED 200 290

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11. ED 200 282

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy. ED 200 130

Salaries and Related Information for Kansas School Library Media Directors in 1978-1979. ED 200 212

Staff Development Practices in U. S. Community Colleges. ED 200 285

Target Evaluation System. ED 200 618

Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability. ED 200 182

Program Evaluation. Handbooks for Experience-Based Career Education. ED 200 573

Publishing for Schools: Textbooks and the Less Developed Countries. World Bank Staff Working Paper No. 398. ED 199 465

Reducing Student Anxiety toward Introductory Chemistry by Use of Systematic Desensitization. ED 199 812

Responses of Fall 1980 Entering Students: Spring 1981 Continuing Student Survey. Student Flow Program, Report 11. ED 200 290

The Results of a Team Taught, Multi-disciplinary Course in a School of Pharmacy. ED 200 282

Salaries and Related Information for Kansas School Library Media Directors in 1978-1979. ED 200 130

Staff Development Practices in U. S. Community Colleges. ED 200 212

Target Evaluation System. ED 200 285

Using the Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability. ED 200 182

11-3

7-5

3-1



Clearinghouse Number/ED Number Cross-Reference Index

This index cross-references the temporary ERIC Clearinghouse accession number to the permanent ERIC Document (ED) accession numbers by which resumes are arranged in *Resources in Education* (RIE). Readers who have only Clearinghouse numbers for a given document may use this index to trace the item to its ED number and hence to its location in RIE.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The following Clearinghouse prefixes are used in this index:

AA —ERIC Processing and Reference Facility	JC —Junior Colleges
CE —Adult, Career, and Vocational Education	PS —Elementary and Early Childhood Education
CG —Counseling and Personnel Services	RC —Rural Education and Small Schools
CS —Reading and Communication Skills	SE —Science, Mathematics, and Environmental Education
EA —Educational Management	SO —Social Studies/Social Science Education
EC —Handicapped and Gifted Children	SP —Teacher Education
FL —Languages and Linguistics	TM —Tests, Measurement, and Evaluation
HE —Higher Education	UD —Urban Education
IR —Information Resources	

AA001088	ED199376	CE028181	ED199435	CE028305	ED199495	CE028502	ED199555
CE020693	ED199377	CE028188	ED199436	CE028306	ED199496	CE028503	ED199556
CE024299	ED199378	CE028189	ED199437	CE028308	ED199497	CE028504	ED199557
CE024528	ED199379	CE028193	ED199438	CE028309	ED199498	CE028505	ED199558
CE024785	ED199380	CE028194	ED199439	CE028310	ED199499	CE028508	ED199559
CE025089	ED199381	CE028199	ED199440	CE028311	ED199500	CE028517	ED199560
CE025553	ED199382	CE028200	ED199441	CE028312	ED199501	CE028518	ED199561
CE026893	ED199383	CE028201	ED199442	CE028313	ED199502	CE028520	ED199562
CE026895	ED199384	CE028202	ED199443	CE028314	ED199503	CE028521	ED199563
CE026984	ED199385	CE028203	ED199444	CE028315	ED199504	CE028524	ED199564
CE026990	ED199386	CE028204	ED199445	CE028316	ED199505	CE028525	ED199565
CE027151	ED199387	CE028205	ED199446	CE028317	ED199506	CE028527	ED199566
CE027450	ED199388	CE028206	ED199447	CE028318	ED199507	CE028533	ED199567
CE027653	ED199389	CE028207	ED199448	CE028319	ED199508	CE028534	ED199568
CE027759	ED199390	CE028208	ED199449	CE028323	ED199509	CE028557	ED199569
CE027760	ED199391	CE028209	ED199450	CE028325	ED199510	CE028569	ED199570
CE027762	ED199392	CE028216	ED199451	CE028332	ED199511	CE028575	ED199571
CE027858	ED199393	CE028217	ED199452	CE028333	ED199512	CE028576	ED199572
CE028071	ED199394	CE028218	ED199453	CE028336	ED199513	CG014987	ED199573
CE028077	ED199395	CE028219	ED199454	CE028337	ED199514	CG014995	ED199574
CE028078	ED199396	CE028220	ED199455	CE028338	ED199515	CG014996	ED199575
CE028079	ED199397	CE028221	ED199456	CE028342	ED199516	CG014997	ED199576
CE028104	ED199398	CE028222	ED199457	CE028346	ED199517	CG014998	ED199577
CE028115	ED199399	CE028224	ED199458	CE028347	ED199518	CG014999	ED199578
CE028118	ED199400	CE028225	ED199459	CE028348	ED199519	CG015000	ED199579
CE028119	ED199401	CE028229	ED199460	CE028349	ED199520	CG015001	ED199580
CE028136	ED199402	CE028231	ED199461	CE028350	ED199521	CG015002	ED199581
CE028140	ED199403	CE028238	ED199462	CE028356	ED199522	CG015003	ED199582
CE028141	ED199404	CE028241	ED199463	CE028362	ED199523	CG015004	ED199583
CE028142	ED199405	CE028242	ED199464	CE028366	ED199524	CG015005	ED199584
CE028144	ED199406	CE028243	ED199465	CE028368	ED199525	CG015006	ED199585
CE028146	ED199407	CE028244	ED199466	CE028373	ED199526	CG015007	ED199586
CE028148	ED199408	CE028245	ED199467	CE028378	ED199527	CG015008	ED199587
CE028151	ED199409	CE028246	ED199468	CE028379	ED199528	CG015009	ED199588
CE028152	ED199410	CE028247	ED199469	CE028380	ED199529	CG015010	ED199589
CE028153	ED199411	CE028257	ED199470	CE028381	ED199530	CG015011	ED199590
CE028154	ED199412	CE028260	ED199471	CE028383	ED199531	CG015012	ED199591
CE028155	ED199413	CE028261	ED199472	CE028386	ED199532	CG015013	ED199592
CE028156	ED199414	CE028262	ED199473	CE028389	ED199533	CG015014	ED199593
CE028157	ED199415	CE028264	ED199474	CE028390	ED199534	CG015015	ED199594
CE028158	ED199416	CE028276	ED199475	CE028391	ED199535	CG015016	ED199595
CE028159	ED199417	CE028277	ED199476	CE028395	ED199536	CG015017	ED199596
CE028160	ED199418	CE028278	ED199477	CE028396	ED199537	CG015018	ED199597
CE028161	ED199419	CE028279	ED199478	CE028408	ED199538	CG015019	ED199598
CE028162	ED199420	CE028283	ED199479	CE028418	ED199539	CG015020	ED199599
CE028163	ED199421	CE028285	ED199480	CE028432	ED199540	CG015021	ED199600
CE028164	ED199422	CE028287	ED199481	CE028435	ED199541	CG015022	ED199601
CE028165	ED199423	CE028289	ED199482	CE028445	ED199542	CG015023	ED199602
CE028166	ED199424	CE028289	ED199483	CE028446	ED199543	CG015024	ED199603
CE028167	ED199425	CE028291	ED199484	CE028447	ED199544	CG015025	ED199604
CE028168	ED199426	CE028292	ED199485	CE028450	ED199545	CG015026	ED199605
CE028169	ED199427	CE028293	ED199486	CE028476	ED199546	CG015027	ED199606
CE028170	ED199428	CE028294	ED199487	CE028484	ED199547	CG015028	ED199607
CE028172	ED199429	CE028296	ED199488	CE028485	ED199548	CG015029	ED199608
CE028173	ED199430	CE028297	ED199489	CE028486	ED199549	CG015030	ED199609
CE028174	ED199431	CE028298	ED199490	CE028487	ED199550	CG015031	ED199610
CE028175	ED199432	CE028299	ED199491	CE028488	ED199551	CG015032	ED199611
CE028177	ED199433	CE028300	ED199492	CE028493	ED199552	CG015033	ED199612
CE028178	ED199434	CE028303	ED199493	CE028498	ED199553	CG015034	ED199613
		CE028304	ED199494	CE028501	ED199554		

CG015035	ED199614	CS206167	ED199710	EA012748	ED199806//	EA013409	ED199903
CG015036	ED199615	CS206168	ED199711	EA013076	ED199807	EA013410	ED199904
CG015037	ED199616	CS206169	ED199712	EA013160	ED199808	EA013411	ED199905
CG015045	ED199617	CS206171	ED199713	EA013165	ED199809	EA013412	ED199906
CG015046	ED199618	CS206172	ED199714	EA013178	ED199810	EA013413	ED199907
CG015047	ED199619	CS206173	ED199715	EA013179	ED199811	EA013415	ED199908
CG015048	ED199620	CS206174	ED199716	EA013180	ED199812	EA013417	ED199909
CG015049	ED199621	CS206175	ED199717	EA013181	ED199813	EA013418	ED199910
CG015050	ED199622	CS206176	ED199718	EA013182	ED199814	EA013419	ED199911
CG015060	ED199623	CS206177	ED199719	EA013183	ED199815	EA013420	ED199912
CG015061	ED199624	CS206178	ED199720	EA013186	ED199816	EA013421	ED199913//
CG015062	ED199625	CS206179	ED199721	EA013187	ED199817	EA013422	ED199914
CG015063	ED199626	CS206180	ED199722	EA013188	ED199818	EA013423	ED199915
CG015105	ED199627	CS206181	ED199723	EA013189	ED199819	EA013424	ED199916
CG015257	ED199628	CS206182	ED199724	EA013190	ED199820	EA013425	ED199917
CG015399	ED199629	CS206183	ED199725	EA013191	ED199821	EA013426	ED199918
CS005900	ED199630	CS206184	ED199726	EA013231	ED199822	EA013427	ED199919
CS005907	ED199631	CS206185	ED199727	EA013235	ED199823	EA013428	ED199920
CS005908	ED199632	CS206186	ED199728	EA013244	ED199824	EA013437	ED199921
CS005909	ED199633	CS206187	ED199729	EA013248	ED199825	EA013439	ED199922
CS005911	ED199634	CS206188	ED199730	EA013255	ED199826	EA013440	ED199923
CS005912	ED199635	CS206189	ED199731	EA013258	ED199827	EA013443	ED199924
CS005918	ED199636	CS206190	ED199732	EA013259	ED199828	EA013444	ED199925
CS005921	ED199637	CS206191	ED199733	EA013309	ED199829	EA013448	ED199926
CS005927	ED199638	CS206192	ED199734	EA013326	ED199830	EA013449	ED199927//
CS005928	ED199639	CS206193	ED199735	EA013328	ED199831	EA013450	ED199928
CS005930	ED199640	CS206194	ED199736	EA013329	ED199832	EA013451	ED199929
CS005931	ED199641	CS206196	ED199737	EA013330	ED199833	EA013453	ED199930
CS005932	ED199642	CS206201	ED199738	EA013332	ED199834	EA013458	ED199931
CS005933	ED199643	CS206202	ED199739	EA013333	ED199835	EA013463	ED199932
CS005934	ED199644	CS206203	ED199740	EA013334	ED199836	EA013466	ED199933
CS005935	ED199645	CS206205	ED199741	EA013335	ED199837	EA013495	ED199934
CS005936	ED199646	CS206206	ED199742	EA013336	ED199838	EA013519	ED199935//
CS005938	ED199647	CS206207	ED199743	EA013337	ED199839	EA013532	ED199936
CS005939	ED199648	CS206209	ED199744	EA013338	ED199840	EA013580	ED199937
CS005940	ED199649	CS206210	ED199745//	EA013339	ED199841	EC132413	ED199938
CS005941	ED199650	CS206211	ED199746	EA013340	ED199842	EC132414	ED199939
CS005942	ED199651	CS206213	ED199747	EA013341	ED199843	EC132415	ED199940
CS005943	ED199652	CS206214	ED199748	EA013343	ED199844	EC132418	ED199941
CS005944	ED199653	CS206215	ED199749	EA013344	ED199845//	EC132419	ED199942
CS005945	ED199654	CS206216	ED199750	EA013345	ED199846	EC132420	ED199943
CS005946	ED199655	CS206217	ED199751	EA013348	ED199847	EC132421	ED199944
CS005947	ED199656	CS206218	ED199752	EA013349	ED199848	EC132422	ED199945
CS005948	ED199657	CS206219	ED199753	EA013350	ED199849	EC132423	ED199946
CS005949	ED199658	CS206220	ED199754	EA013351	ED199850	EC132428	ED199947
CS005950	ED199659	CS206221	ED199755	EA013352	ED199851	EC132430	ED199948
CS005951	ED199660	CS206222	ED199756	EA013353	ED199852	EC132435	ED199949
CS005952	ED199661	CS206223	ED199757	EA013354	ED199853	EC132436	ED199950
CS005953	ED199662	CS206224	ED199758	EA013355	ED199854	EC132437	ED199951
CS005954	ED199663	CS206225	ED199759	EA013356	ED199855	EC132440	ED199952
CS005955	ED199664	CS206226	ED199760	EA013357	ED199856	EC132441	ED199953
CS005956	ED199665	CS206227	ED199761	EA013358	ED199857	EC132442	ED199954
CS005957	ED199666	CS206228	ED199762	EA013359	ED199858	EC132443	ED199955
CS005958	ED199667	CS206229	ED199763	EA013360	ED199859	EC132444	ED199956
CS005959	ED199668	CS206230	ED199764	EA013361	ED199860	EC132447	ED199957
CS005960	ED199669	CS206238	ED199765	EA013362	ED199861	EC132448	ED199958
CS005961	ED199670	CS206239	ED199766	EA013363	ED199862	EC132449	ED199959
CS005963	ED199671	CS013771	ED199767	EA013364	ED199863	EC132450	ED199960
CS005964	ED199672	CS013772	ED199768	EA013365	ED199864	EC132451	ED199961
CS005965	ED199673	CS013773	ED199769	EA013366	ED199865	EC132452	ED199962
CS005966	ED199674	CS013774	ED199770	EA013367	ED199866	EC132453	ED199963
CS005967	ED199675	CS013775	ED199771	EA013368	ED199867	EC132454	ED199964
CS005970	ED199676	CS013776	ED199772	EA013369	ED199868	EC132455	ED199965
CS005972	ED199677	CS013777	ED199773	EA013370	ED199869	EC132456	ED199966
CS005973	ED199678	CS013778	ED199774	EA013371	ED199870	EC132457	ED199967
CS005974	ED199679	CS013779	ED199775	EA013372	ED199871	EC132458	ED199968
CS005975	ED199680	CS013780	ED199776	EA013373	ED199872	EC132459	ED199969
CS005976	ED199681	CS013781	ED199777	EA013374	ED199873	EC132472	ED199970
CS005977	ED199682	CS013782	ED199778	EA013375	ED199874	EC132473	ED199971
CS005978	ED199683	CS013783	ED199779	EA013376	ED199875	EC132474	ED199972
CS005979	ED199684	CS013784	ED199780	EA013377	ED199876	EC132475	ED199973
CS005980	ED199685	CS013785	ED199781	EA013378	ED199877	EC132476	ED199974
CS005981	ED199686	CS013786	ED199782	EA013379	ED199878	EC132477	ED199975
CS005982	ED199687	CS013787	ED199783	EA013380	ED199879	EC132478	ED199976
CS005987	ED199688	CS013788	ED199784	EA013381	ED199880	EC132479	ED199977
CS005988	ED199689	CS013789	ED199785	EA013382	ED199881	EC132480	ED199978
CS005989	ED199690	CS013790	ED199786	EA013383	ED199882	EC132481	ED199979
CS005990	ED199691	CS013791	ED199787	EA013384	ED199883	EC132482	ED199980
CS005993	ED199692	CS013792	ED199788	EA013385	ED199884	EC132483	ED199981
CS006001	ED199693	CS013793	ED199789	EA013386	ED199885	EC132485	ED199982
CS206034	ED199694	CS013794	ED199790	EA013387	ED199886	EC132486	ED199983
CS206043	ED199695	CS013795	ED199791	EA013388	ED199887	EC132487	ED199984
CS206046	ED199696	CS013796	ED199792	EA013389	ED199888	EC132488	ED199985
CS206096	ED199697	CS013797	ED199793	EA013392	ED199889	EC132489	ED199986
CS206097	ED199698	CS013798	ED199794	EA013393	ED199890	EC132491	ED199987
CS206127	ED199699	CS013799	ED199795	EA013394	ED199891	EC132492	ED199988
CS206153	ED199700	CS013800	ED199796	EA013395	ED199892	EC132494	ED199989
CS206154	ED199701	CS013801	ED199797	EA013397	ED199893	EC132495	ED199990
CS206157	ED199702	CS013802	ED199798	EA013398	ED199894	EC132496	ED199991
CS206159	ED199703	CS013803	ED199799	EA013399	ED199895	EC132568	ED199992
CS206160	ED199704	EA012745	ED199804//	EA013400	ED199896	EC132593	ED199993
CS206161	ED199705	EA012746	ED199805//	EA013401	ED199897//	FL011824	ED199994
CS206162	ED199706			EA013402	ED199898	FL011837	ED199995
CS206163	ED199707			EA013403	ED199899	FL011862	ED199996
CS206164	ED199708			EA013406	ED199900	FL011909	ED199997
CS206165	ED199709			EA013407	ED199901	FL011910	ED199998
CS206166	ED199710			EA013408	ED199902		

FL011911	ED199999	HE013560	ED200095	IR009206	ED200191	JC810209	ED200287
FL011912	ED200000	HE013561	ED200096	IR009224	ED200192	JC810210	ED200288
FL011913	ED200001	HE013562	ED200097	IR009225	ED200193	JC810211	ED200289
FL011914	ED200002	HE013563	ED200098	IR009226	ED200194	JC810212	ED200290
FL011915	ED200003	HE013564	ED200099//	IR009227	ED200195	JC810218	ED200291
FL011916	ED200004	HE013566	ED200100//	IR009228	ED200196	JC810219	ED200292
FL012000	ED200005	HE013567	ED200101	IR009229	ED200197	JC810228	ED200293
FL012078	ED200006	HE013568	ED200102	IR009230	ED200198	JC810231	ED200294
FL012080	ED200007	HE013569	ED200103	IR009231	ED200199	JC810237	ED200295
FL012081	ED200008	HE013570	ED200104	IR009232	ED200200	JC810239	ED200296
FL012082	ED200009	HE013573	ED200105	IR009234	ED200201	JC810240	ED200297
FL012084	ED200010	HE013574	ED200106	IR009235	ED200202	JC810241	ED200298
FL012094	ED200011	HE013575	ED200107	IR009236	ED200203	JC810249	ED200299
FL012124	ED200012	HE013576	ED200108	IR009237	ED200204	PS011903	ED200300
FL012129	ED200013//	HE013577	ED200109	IR009238	ED200205	PS011922	ED200301
FL012141	ED200014	HE013579	ED200110	IR009239	ED200206	PS012005	ED200302
FL012142	ED200015	HE013580	ED200111	IR009240	ED200207	PS012018	ED200303
FL012144	ED200016	HE013581	ED200112	IR009241	ED200208	PS012047	ED200304
FL012147	ED200017	HE013582	ED200113	IR009243	ED200209	PS012048	ED200305
FL012151	ED200018	HE013583	ED200114	IR009244	ED200210	PS012050	ED200306
FL012155	ED200019	HE013585	ED200115	IR009245	ED200211	PS012053	ED200307
FL012156	ED200020	HE013586	ED200116	IR009246	ED200212	PS012055	ED200308
FL012157	ED200021	HE013592	ED200117	IR009247	ED200213	PS012059	ED200309
FL012159	ED200022	HE013602	ED200118	IR009248	ED200214	PS012061	ED200310
FL012163	ED200023	HE013603	ED200119	IR009249	ED200215	PS012063	ED200311
FL012166	ED200024	HE013604	ED200120	IR009250	ED200216	PS012065	ED200312
FL012176	ED200025//	HE013605	ED200121	IR009251	ED200217	PS012066	ED200313
FL012177	ED200026	HE013606	ED200122	IR009252	ED200218	PS012068	ED200314
FL012178	ED200027	HE013607	ED200123	IR009253	ED200219	PS012069	ED200315
FL012179	ED200028	HE013608	ED200124	IR009254	ED200220	PS012074	ED200316
FL012180	ED200029	HE013609	ED200125	IR009255	ED200221	PS012075	ED200317
FL012181	ED200030	HE013610	ED200126	IR009256	ED200222	PS012076	ED200318
FL012182	ED200031	HE013611	ED200127	IR009257	ED200223	PS012080	ED200319
FL012183	ED200032	HE013612	ED200128	IR009258	ED200224	PS012081	ED200320
FL012190	ED200033	HE013613	ED200129	IR009259	ED200225	PS012082	ED200321
FL012191	ED200034	HE013614	ED200130	IR009260	ED200226	PS012083	ED200322
FL012199	ED200035	HE013615	ED200131	IR009261	ED200227	PS012085	ED200323
FL012204	ED200036	HE013616	ED200132	IR009262	ED200228	PS012086	ED200324
FL012223	ED200037	HE013617	ED200133	IR009265	ED200229	PS012087	ED200325
FL012225	ED200038//	HE013618	ED200134	IR009266	ED200230	PS012088	ED200326
FL012226	ED200039//	HE013619	ED200135	IR009271	ED200231	PS012091	ED200327
FL012227	ED200040	HE013620	ED200136	IR009272	ED200232	PS012092	ED200328
FL012228	ED200041	HE013621	ED200137	IR009273	ED200233	PS012093	ED200329
FL012229	ED200042	HE013623	ED200138	IR009274	ED200234	PS012094	ED200330
FL012232	ED200043	HE013624	ED200139	IR009275	ED200235	PS012099	ED200331
FL012233	ED200044	HE013625	ED200140	IR009276	ED200236	PS012101	ED200332
FL012234	ED200045	HE013626	ED200141	IR009277	ED200237	PS012102	ED200333
FL012236	ED200046	HE013627	ED200142//	IR009278	ED200238	PS012104	ED200334
FL012237	ED200047	HE013628	ED200143//	IR009279	ED200239	PS012105	ED200335
FL012238	ED200048	HE013629	ED200144	IR009281	ED200240	PS012106	ED200336
FL012239	ED200049	HE013630	ED200145	IR009282	ED200241	PS012107	ED200337
FL012240	ED200050	HE013631	ED200146	IR009283	ED200242	PS012118	ED200338
FL012242	ED200051	HE013633	ED200147	IR009286	ED200243	PS012119	ED200339
FL012243	ED200052	HE013634	ED200148	IR009287	ED200244	PS012124	ED200340
FL012245	ED200053	HE013635	ED200149	IR009288	ED200245	RC010598	ED200341
FL012247	ED200054	HE013636	ED200150	IR009302	ED200246	RC012498	ED200342
FL012251	ED200055	HE013637	ED200151	IR009303	ED200247	RC012534	ED200343
FL012252	ED200056	HE013638	ED200152	IR009304	ED200248	RC012554	ED200344
FL012253	ED200057	HE013639	ED200153	IR009305	ED200249	RC012566	ED200345
FL012254	ED200058	HE013645	ED200154	IR009306	ED200250	RC012571	ED200346
FL012255	ED200059	HE013646	ED200155	IR009307	ED200251	RC012579	ED200347
FL012256	ED200060	HE013647	ED200156	IR009309	ED200252	RC012581	ED200348
FL012257	ED200061	HE013648	ED200157	IR009310	ED200253	RC012582	ED200349
FL012258	ED200062	HE013649	ED200158	IR009311	ED200254	RC012583	ED200350
FL012276	ED200063//	HE013650	ED200159	IR009316	ED200255	RC012587	ED200351
FL012297	ED200064	HE013651	ED200160	IR009317	ED200256	RC012589	ED200352
HE013229	ED200065	HE013652	ED200161	IR009318	ED200257	RC012590	ED200353
HE013348	ED200066	HE013653	ED200162	JC810059	ED200258	RC012591	ED200354
HE013392	ED200067	HE013654	ED200163	JC810070	ED200259	RC012592	ED200355
HE013393	ED200068	HE013655	ED200164	JC810125	ED200260	RC012593	ED200356
HE013468	ED200069//	HE013656	ED200165	JC810134	ED200261	RC012594	ED200357
HE013505	ED200070	HE013658	ED200166//	JC810152	ED200262	RC012595	ED200358
HE013506	ED200071	HE013659	ED200167	JC810156	ED200263	RC012596	ED200359
HE013511	ED200072	HE013660	ED200168	JC810158	ED200264	RC012597	ED200360
HE013517	ED200073	HE013661	ED200169	JC810163	ED200265	RC012598	ED200361
HE013531	ED200074	HE013662	ED200170	JC810173	ED200266	RC012599	ED200362
HE013532	ED200075	HE013663	ED200171	JC810174	ED200267	RC012600	ED200363
HE013534	ED200076	HE013664	ED200172	JC810175	ED200268	RC012601	ED200364
HE013537	ED200077	HE013665	ED200173	JC810176	ED200269	RC012602	ED200365
HE013538	ED200078	HE013666	ED200174	JC810177	ED200270	RC012603	ED200366
HE013539	ED200079	HE013667	ED200175	JC810178	ED200271	RC012605	ED200367
HE013540	ED200080	HE013668	ED200176	JC810180	ED200272	RC012607	ED200368
HE013542	ED200081	HE013669	ED200177	JC810182	ED200273	RC012608	ED200369
HE013543	ED200082	HE013670	ED200178	JC810183	ED200274	RC012609	ED200370
HE013545	ED200083	HE013671	ED200179	JC810184	ED200275	RC012610	ED200371
HE013546	ED200084	HE013672	ED200180//	JC810185	ED200276	RC012611	ED200372
HE013548	ED200085	HE013673	ED200181	JC810189	ED200277	RC012612	ED200373
HE013550	ED200086	HE013674	ED200182	JC810191	ED200278	RC012613	ED200374
HE013551	ED200087	HE013676	ED200183	JC810192	ED200279	RC012614	ED200375
HE013552	ED200088	HE013677	ED200184	JC810197	ED200280	RC012616	ED200376
HE013553	ED200089	HE013680	ED200185	JC810202	ED200281	RC012617	ED200377
HE013554	ED200090	HE013687	ED200186	JC810203	ED200282	RC012618	ED200378
HE013555	ED200091	IR009102	ED200187	JC810204	ED200283	RC012619	ED200379
HE013556	ED200092	IR009103	ED200188	JC810205	ED200284	RC012624	ED200380
HE013557	ED200093	IR009118	ED200189	JC810206	ED200285	RC012625	ED200381
HE013559	ED200094	IR009204	ED200190	JC810208	ED200286	RC012626	ED200382

RC012627	ED200383	SO013241	ED200479	SP017889	ED200575	UD021316	ED200671
RC012629	ED200384	SO013242	ED200480	SP017893	ED200576	UD021317	ED200672
RC012630	ED200385	SO013244	ED200481	SP017895	ED200577	UD021318	ED200673
RC012631	ED200386	SO013245	ED200482	SP017896	ED200578	UD021319	ED200674
RC012640	ED200387	SO013246	ED200483	SP017898	ED200579	UD021322	ED200675//
RC012643	ED200388	SO013247	ED200484	SP017900	ED200580	UD021324	ED200676
RC012644	ED200389	SO013248	ED200485	SP017908	ED200581	UD021325	ED200677//
RC012658	ED200390	SO013249	ED200486	SP017923	ED200582	UD021326	ED200678//
SE033232	ED200391	SO013250	ED200487	SP017926	ED200583	UD021327	ED200679//
SE033233	ED200392	SO013251	ED200488	SP017928	ED200584	UD021329	ED200680//
SE033234	ED200393	SO013252	ED200489	SP017935	ED200585	UD021330	ED200681//
SE033235	ED200394	SO013255	ED200490	SP017936	ED200586	UD021331	ED200682//
SE033238	ED200395	SO013256	ED200491	SP017940	ED200587	UD021332	ED200683//
SE033407	ED200396	SO013257	ED200492	SP017951	ED200588	UD021333	ED200684//
SE033408	ED200397	SO013258	ED200493	SP017955	ED200589	UD021334	ED200685//
SE033410	ED200398	SO013259	ED200494	SP017960	ED200590	UD021336	ED200686//
SE033774	ED200399	SO013260	ED200495	SP017962	ED200591	UD021340	ED200687
SE033912	ED200400	SO013261	ED200496	SP017963	ED200592	UD021344	ED200688
SE033922	ED200401	SO013262	ED200497	SP017964	ED200593	UD021345	ED200689
SE033932	ED200402	SO013263	ED200498	SP017970	ED200594	UD021347	ED200690
SE033933	ED200403	SO013265	ED200499	SP017972	ED200595	UD021349	ED200691
SE034037	ED200404	SO013266	ED200500	SP017973	ED200596	UD021351	ED200692
SE034414	ED200405	SO013267	ED200501	SP017984	ED200597	UD021356	ED200693
SE034435	ED200406	SO013268	ED200502	SP017986	ED200598	UD021357	ED200694
SE034450	ED200407	SO013269	ED200503	SP017987	ED200599	UD021358	ED200695
SE034451	ED200408	SO013270	ED200504	SP017989	ED200600	UD021360	ED200696
SE034452	ED200409	SO013273	ED200505	SP017991	ED200601	UD021362	ED200697
SE034453	ED200410	SO013274	ED200506	SP017992	ED200602	UD021363	ED200698
SE034454	ED200411	SO013278	ED200507	SP017999	ED200603	UD021366	ED200699
SE034455	ED200412	SO013280	ED200508	SP018000	ED200604	UD021368	ED200700
SE034456	ED200413	SO013281	ED200509	SP018005	ED200605//	UD021378	ED200701
SE034457	ED200414	SO013282	ED200510	TM810013	ED200606	UD021379	ED200702
SE034459	ED200415	SO013283	ED200511	TM810014	ED200607	UD021382	ED200703
SE034540	ED200416	SO013289	ED200512	TM810030	ED200608	UD021383	ED200704
SE034541	ED200417	SP015965	ED200513	TM810084	ED200609	UD021384	ED200705
SE034542	ED200418	SP016238	ED200514	TM810118	ED200610	UD021387	ED200706
SE034543	ED200419	SP017275	ED200515	TM810120	ED200611		
SE034545	ED200420	SP017366	ED200516	TM810125	ED200612		
SE034547	ED200421	SP017369	ED200517	TM810147	ED200613		
SE034549	ED200422	SP017371	ED200518	TM810159	ED200614		
SE034551	ED200423	SP017372	ED200519	TM810165	ED200615		
SE034552	ED200424	SP017373	ED200520	TM810167	ED200616		
SE034556	ED200425//	SP017374	ED200521	TM810173	ED200617		
SE034559	ED200426//	SP017376	ED200522	TM810174	ED200618		
SE034561	ED200427	SP017428	ED200523	TM810184	ED200619		
SE034562	ED200428	SP017482	ED200524	TM810185	ED200620		
SE034563	ED200429	SP017483	ED200525	TM810186	ED200621		
SE034564	ED200430	SP017499	ED200526	TM810195	ED200622		
SE034565	ED200431	SP017503	ED200527	TM810207	ED200623		
SE034566	ED200432	SP017511	ED200528	TM810209	ED200624		
SE034567	ED200433	SP017520	ED200529	TM810210	ED200625		
SE034568	ED200434	SP017532	ED200530	TM810211	ED200626		
SE034579	ED200435	SP017534	ED200531	TM810212	ED200627		
SE034580	ED200436	SP017536	ED200532	TM810213	ED200628		
SE034583	ED200437	SP017572	ED200533	TM810214	ED200629		
SE034585	ED200438	SP017609	ED200534	TM810215	ED200630		
SE034586	ED200439	SP017610	ED200535	TM810217	ED200631		
SE034587	ED200440	SP017627	ED200536	TM810218	ED200632		
SE034588	ED200441	SP017642	ED200537	TM810219	ED200633		
SE034589	ED200442//	SP017659	ED200538	TM810221	ED200634		
SE034594	ED200443	SP017661	ED200539	TM810222	ED200635		
SE034595	ED200444	SP017662	ED200540	TM810223	ED200636		
SE034598	ED200445	SP017684	ED200541	TM810227	ED200637		
SE034600	ED200446	SP017686	ED200542	TM810229	ED200638		
SE034601	ED200447	SP017727	ED200543	TM810233	ED200639		
SE034602	ED200448	SP017733	ED200544	TM810234	ED200640		
SE034603	ED200449	SP017797	ED200545	TM810235	ED200641		
SE034605	ED200450	SP017802	ED200546	TM810237	ED200642		
SE034614	ED200451	SP017807	ED200547	TM810238	ED200643		
SE034667	ED200452	SP017809	ED200548	TM810239	ED200644		
SE034668	ED200453	SP017811	ED200549	TM810240	ED200645		
SE034669	ED200454	SP017820	ED200550	TM810241	ED200646		
SE034670	ED200455	SP017821	ED200551	TM810248	ED200647		
SE034673	ED200456	SP017824	ED200552	TM810263	ED200648		
SE034684	ED200457	SP017827	ED200553	TM810287	ED200649		
SO013005	ED200458	SP017829	ED200554	UD020939	ED200650		
SO013035	ED200459	SP017831	ED200555	UD021014	ED200651		
SO013036	ED200460	SP017837	ED200556	UD021141	ED200652//		
SO013055	ED200461	SP017840	ED200557	UD021155	ED200653		
SO013111	ED200462	SP017841	ED200558	UD021172	ED200654		
SO013112	ED200463	SP017846	ED200559	UD021195	ED200655		
SO013122	ED200464	SP017848	ED200560	UD021203	ED200656		
SO013123	ED200465	SP017851	ED200561	UD021217	ED200657		
SO013169	ED200466	SP017852	ED200562	UD021253	ED200658		
SO013170	ED200467	SP017853	ED200563	UD021256	ED200659		
SO013173	ED200468	SP017854	ED200564	UD021257	ED200660		
SO013174	ED200469	SP017855	ED200565	UD021274	ED200661		
SO013175	ED200470	SP017856	ED200566	UD021277	ED200662		
SO013176	ED200471	SP017857	ED200567	UD021291	ED200663		
SO013184	ED200472	SP017862	ED200568	UD021302	ED200664		
SO013187	ED200473	SP017863	ED200569	UD021303	ED200665		
SO013197	ED200474	SP017866	ED200570	UD021304	ED200666		
SO013206	ED200475	SP017876	ED200571	UD021308	ED200667		
SO013207	ED200476	SP017881	ED200572	UD021309	ED200668		
SO013236	ED200477	SP017886	ED200573	UD021310	ED200669		
SO013240	ED200478	SP017887	ED200574	UD021315	ED200670		

NEW THESAURUS TERMS

The following terms have been added to the ERIC System's Controlled Vocabulary since June 1980 and are not included in the eighth edition of the *Thesaurus of ERIC Descriptors* (Completely Revised 1980).

Absence (Students)
USE ATTENDANCE

Absence (Teachers)
USE TEACHER ATTENDANCE

ACCELERATION *Jul. 1966*
SN (Scope Note Changed) The process of progressing through an educational program at a rate faster than that of the average student [note: for the time rate of change of velocity, use the Identifier "Acceleration (Physics)"]

ACCESSIBILITY (FOR DISABLED) *Mar. 1980*
SN (Scope Note Changed) Characteristics of facilities, programs, and services that allow them to be entered or used by individuals despite visual, hearing, mobility, or other impairments (note: for physical access, coordinate with "Physical Mobility" or "Visually Handicapped Mobility"—prior to Jun80, see also "Architectural Barriers")

Admission Tests (Higher Education)
USE COLLEGE ENTRANCE EXAMINATIONS

Admission Tests (Occupational)
USE OCCUPATIONAL TESTS

ADULT LITERACY *Jun. 1970*
(Reinstated June 1980)

Advocates (Law)
USE LAWYERS

AGENCIES *Jul. 1966*
SN (Scope Note Changed) Organizations serving the public—also, administrative units of government (note: use a more specific term if possible)

AGING (INDIVIDUALS) *Jul. 1980*
SN The physiological and psychological process of growing old

Agricultural Research Projects (Del May81)
USE RESEARCH PROJECTS

AIR TRANSPORTATION *Oct. 1980*

ALLIED HEALTH PERSONNEL *Mar. 1980*
SN (Scope Note Added) [note: prior to Jun80, see also "Clinic Personnel (School)"]

AMERICAN INDIANS *Jul. 1966*
SN (Scope Note Added) Both North and South American Indians

AMERICAN INDIAN STUDIES *Oct. 1979*
SN (Scope Note Changed) Curriculum or subject area encompassing the culture, history, achievements, and contemporary concerns of American Indians

American Literature (1966 1980) (Latin America)
USE LATIN AMERICAN LITERATURE

American Literature (1966 1980) (United States)
USE UNITED STATES LITERATURE

Ancillary Services (1967 1980) *Jun. 1980*
SN Invalid Descriptor—see more precise Descriptors such as "Ancillary School Services," "Community Services," "Social Services," etc.

Animal Biology
USE ZOOLOGY

ANIMALS *Aug. 1980*
SN (note: use a more specific term if possible—prior to Aug80, the instruction "Animal Life, use Zoology" was carried in the Thesaurus)
UF Animal Life

Animal Science (1967 1980)
USE ANIMAL HUSBANDRY

ARBITRATION *Mar. 1969*
SN (Scope Note Added) The process by which the parties to a dispute submit their differences to the judgment of an impartial party appointed by mutual consent or statutory provision

Architectural Barriers (1970 1980) *Jun. 1980*
SN Invalid Descriptor—coordinate other architecture/facility terms with "Physical Mobility" or "Visually Handicapped Mobility"—also use "Accessibility (for Disabled)" if appropriate

ASSISTANTSHIPS *Oct. 1980*
SN Financial aid in which college students, usually at the graduate level, are awarded assistant staff positions carrying stipends and, frequently, exemptions from fees

Assistant Superintendent Role (1966 1980) *Jun. 1980*
SN Invalid Descriptor—use "Superintendents" (note: occasionally used indiscriminately in the past for "Assistant Principal Role"—see "Assistant Principals" for that concept)

Assistant Superintendents
USE SUPERINTENDENTS

Barrier Free Environment (for Disabled)
USE ACCESSIBILITY (FOR DISABLED)

BIAS *Dec. 1969*
SN (Scope Note Changed) An inclination, or a lack of balance (note: use a more specific term if possible)

BILINGUAL TEACHER AIDES *Jul. 1966*
SN (Scope Note Added) Teacher aides who can communicate effectively in more than one language

BILINGUAL TEACHERS *Jul. 1966*
SN (Scope Note Added) Teachers who can communicate effectively in more than one language

Career Maturity
USE VOCATIONAL MATURITY

CATALOGS *Jul. 1966*
(Reinstated June 1980)
SN (note: use a more specific term if possible—see also "Reference Materials" hierarchy for more precise terminology)

Child Centered Curriculum
USE STUDENT CENTERED CURRICULUM

Clinic Personnel (School) (1966 1980) *Jun. 1980*
SN Invalid Descriptor—see preferred Descriptors "Allied Health Personnel" and "School Health Services" (note: postings will be transferred to the preferred terms in a forthcoming computer tape update)

COLLECTIVE BARGAINING *Jul. 1966*
SN (Scope Note Added) Negotiation on wages, hours, and other conditions of employment between an organization and its employees as represented by a union or an employee association

COLLEGE SECOND LANGUAGE PROGRAMS *Mar. 1980*
SN (Scope Note Added) (note: prior to Mar80, this concept was indexed under "College Language Programs")

COMMUNICATION RESEARCH *Sep. 1980*
SN Investigation into the nature and function of human communication, both verbal and nonverbal, in one-to-one or group settings (note: do not confuse with "Language Research")

Compulsory Attendance
USE COMPULSORY EDUCATION

Computer Assisted Learning
USE COMPUTER ASSISTED INSTRUCTION

Congresswomen
USE LEGISLATORS

Continuation Education (1968 1980) *Jun. 1980*
SN Invalid Descriptor—scoped to refer to instruction for potential learners who have rejected conventional schooling, but used indiscriminately for "Continuing Education"—see "Continuation Students"

CONTINUATION STUDENTS *Jul. 1966*
SN (Scope Note Changed) Students enrolled in special continuation education programs—continuation education enables youth and adults who have previously dropped out of or otherwise rejected conventional schooling to complete their formal education (note: prior to Jun80, "Continuation Education" was also used to index this concept)

CONTROVERSIAL ISSUES (COURSE CONTENT) *Oct. 1980*
SN Matters of public concern and controversy that are taught, often through discussion, in social studies, current events, science, and other classes (note: for the issues themselves, as opposed to teaching about them, use more precise terms)

Counting
USE COMPUTATION

Course Withdrawal
USE WITHDRAWAL (EDUCATION)

COURT JUDGES *Aug. 1980*
SN Public officials authorized to hear and decide cases in courts of law
UF Magistrates

COURT REPORTERS *Jul. 1966*
(Reinstated June 1980)
SN Workers involved in the recording (by stenotype) and transcription of legal proceedings

Craftsmen (Del Apr81)
USE CRAFT WORKERS

CRAFT WORKERS *Apr. 1981*
UF Artisans

CREATIONISM *May 1981*
SN Theory or belief that the universe and various forms of life were created by a transcendent God out of nothing—also, the theological doctrine that God creates a new human soul for each individual born
UF Scientific Creationism
Special Creation Theory

CRITICAL PATH METHOD *Jul. 1966*
SN (Scope Note Changed) Technique used to coordinate and schedule the sequential activities of a project to complete it as efficiently and quickly as possible (note: see also the Identifier "Program Evaluation and Review Technique"—prior to Mar80, instruction "Path Analysis, use Critical Path Method" was carried in the Thesaurus)

Data Bases (Del Apr81)
USE DATABASES

DATABASES *Apr. 1981*
SN Collection of information items that are organized and stored in machine-readable records and which are accessible and manipulable by computer through designated elements in the records
UF Data Banks

DAY CARE CENTERS *Mar. 1980*
SN (Scope Note Changed) Professionally run facilities that care for groups of children on a partial or full day basis (note: prior to Mar80, the instruction "Day Care Centers, use Day Care Services" was carried in the Thesaurus)

Debate Judges
USE JUDGES

DEINSTITUTIONALIZATION (OF DISABLED)

Aug. 1980
SN Processes and services that enable disabled persons to live outside of the confines of asylums, nursing homes, and other residential institutions

DESIGN REQUIREMENTS

Mar. 1980
SN (Scope Note Changed) Specifications that must be met for the designs of facilities or objects in order to satisfy the physical or psychological needs of users

DIALECTS

Jul. 1966
SN (Scope Note Added) Special varieties within a language distinguished by differences in vocabulary, pronunciation, and grammar but not sufficiently different to be regarded as separate languages

DIFFUSION

Jul. 1966
SN (Scope Note Changed) Process by which an idea gets from its source or origin to its place of ultimate use [note: prior to Mar80, the use of this term was not restricted by a Scope Note—for the diffusion of humans, use "Population Distribution"—for chemical, molecular, etc. diffusion, use the identifier "Diffusion (Natural Sciences)"]

Drill Press Operators

USE MACHINE TOOL OPERATORS

Early School Leavers

USE DROPOUTS

EDUCATIONAL FACILITIES PLANNING

Mar. 1980
SN (Scope Note Changed) Planning the facilities and grounds of educational institutions (note: prior to Mar80, this concept was indexed under "School Planning")

Education Departments (School)

USE SCHOOLS OF EDUCATION

EDUCATIONAL MALPRACTICE

Oct. 1980
SN Wrongful or negligent acts on the part of teachers or schools that result (or may result) in student detriments, especially including the failure of students to learn
UF Academic Malpractice

Educational Quality Assessment

USE EDUCATIONAL ASSESSMENT; EDUCATIONAL QUALITY

Energy Education (Conservation)

USE CONSERVATION EDUCATION; ENERGY CONSERVATION

Enunciation Improvement (1966 1980)

USE ARTICULATION (SPEECH); SPEECH IMPROVEMENT

EPISTEMOLOGY

Oct. 1980
SN The study of how knowledge is acquired
UF Cognitive Theory

ETHNIC DISCRIMINATION

Mar. 1980
SN (Scope Note Added) Restriction or denial of rights, privileges, and choice because of ethnic origins (note: do not confuse with "Ethnic Bias")

EXPERIMENTAL SCHOOLS

Jul. 1966
SN (Scope Note Added) Schools in which new teaching methods, new organizations of subject matter, personnel practices, and advanced educational theories and hypotheses are tested

FACULTY MOBILITY

Jul. 1966
SN (Scope Note Added) (note: if possible, use the more precise term "Teacher Transfer")

FINANCIAL AID APPLICANTS

Mar. 1980
SN (Scope Note Changed) Individuals requesting financial support

Financial Management

USE MONEY MANAGEMENT

Fles Guides (1967 1980)

USE FLES
(note: former postings will also carry "Curriculum Guides" in a forthcoming computer tape update)

Flexible Schedules (1967 1980)

Jun. 1980
SN Invalid Descriptor—used inconsistently in indexing for both school and job schedules—see "Flexible

Scheduling" and "Flexible Working Hours" respectively for those concepts

FREE EDUCATION

Oct. 1980
SN Education that does not require the payment of tuition (note: do not confuse with "Free Schools")

FREE SCHOOLS

Mar. 1980
SN (Scope Note Changed) Alternative schools offering a completely voluntaristic framework, including an unstructured curriculum and a spontaneous learning environment—students are free to select what to learn, with whom, when, and how—grades, competition, and comparisons between individuals are discarded (note: do not confuse with "Free Education" or "Freedom Schools")

Freshmen (1967 1980) (First Year College Students)

USE COLLEGE FRESHMEN

Freshmen (1967 1980) (Grade 9)

USE HIGH SCHOOL FRESHMEN

FTE

USE FULL TIME EQUIVALENCY

Geographic Mobility (Del Jun80)

USE MIGRATION

GERIATRICS

Aug. 1968
SN (Scope Note Changed) Branch of medicine dealing with the physiology and pathology of old age

Grant Proposals

USE GRANTS; PROGRAM PROPOSALS

GREEK AMERICANS

Oct. 1980

GROUP HOMES

Aug. 1980
SN Nonconfining residential facilities providing professional supervision in a group living arrangement for either adults or juveniles, usually those who are unable to function independently—intended to reproduce as closely as possible the circumstances of family life, and at minimum providing access to community activities and resources (note: do not confuse with "Personal Care Homes")

HAITIANS

Oct. 1980
SN Peoples of Haiti or Haitian descent

Halfway Houses

USE GROUP HOMES; REHABILITATION CENTERS

HANDICRAFTS

Jul. 1966
SN (Scope Note Added) Creative activities of making articles by hand, often with the aid of simple tools or machines—also, the handiworks resulting from such activities

HEALTH EDUCATION

Jul. 1966
SN (Scope Note Added) Educational activities that promote understanding, attitudes, and practices consistent with individual, family, and community health needs (note: for study and training in the health/health-related occupations, use "Medical Education" or "Allied Health Occupations Education")

HIGH INTEREST LOW VOCABULARY BOOKS

Jul. 1966
SN (Scope Note Added) Books designed to interest learners whose reading abilities are below age or grade level

HOSPITAL SCHOOLS

Jul. 1966
SN (Scope Note Changed) Schools in hospitals for formal instruction of hospitalized children (note: do not confuse with "Teaching Hospitals" or "Patient Education"—prior to Oct79, this term was not scoped)

Illiterate Adults (1966 1980)

USE ADULT LITERACY; ILLITERACY

INDIVIDUALIZED EDUCATION PROGRAMS

Oct. 1980
SN Educational programs for handicapped children, each geared to the needs of an individual child and conducted in accordance with a written plan agreed on between school officials and the child's parents—required by Federal law (i.e., the "Education for All Handicapped Children Act") to provide all school-age handicapped children with a free and appropriate education

Inequalities (1970 1980)

Jun. 1980
SN Invalid Descriptor—used inconsistently in indexing—for mathematical inequalities, use "Inequality (Mathematics)"—for educational inequalities, use "Equal Education"—for social and economic inequalities, see "Disadvantaged" or Descriptors relating to social, race, sex, or ethnic bias or discrimination

INEQUALITY (MATHEMATICS)

Mar. 1980
SN (Scope Note Changed) Mathematical expression or proposition concerning the difference in size between two quantities [note: for educational or socioeconomic inequality, refer to Scope Note of "Inequalities (1970 1980)"]

Information and Referral Services

USE INFORMATION SERVICES; REFERRAL

Interest Centers (Classroom)

USE LEARNING CENTERS (CLASSROOM)

INTERLANGUAGE

Jul. 1980
SN A learner's systematic, internally structured, and autonomous version of a target language—this system evolves, is governed by rules, and defines the developing linguistic competence of the learner
UF Approximative Systems (Language Learning)

Job Conditions

USE WORK ENVIRONMENT

Job Restructuring

USE JOB DEVELOPMENT

JUDGES

Mar. 1980
SN (Scope Note Changed) Persons selected or appointed to decide in competitions or contests (note: if possible, use the more specific term "Court Judges")

LABORATORY ANIMALS

Aug. 1980

Laboratory Techniques (1967 1980)

Jun. 1980
SN Invalid Descriptor—used inconsistently in indexing—use "Laboratory Training" for human relations laboratory techniques—otherwise, use "Laboratory Procedures"

LANGUAGE ACQUISITION

Mar. 1980
SN (Scope Note Changed) Development in the individual of his/her native language (note: do not use for "Second Language Learning"—prior to Mar80, the Thesaurus carried the instruction "Language Acquisition, use Language Development"—"Language Development" did not carry a Scope Note)

Language Aids (1966 1980)

Jun. 1980
SN Invalid Descriptor—used for both "Native Language Instruction" and "Second Language Instruction"—see those Descriptors as well as "Educational Media"

Language Guides (1966 1980)

Jun. 1980
SN Invalid Descriptor—used for both "Native Language Instruction" and "Second Language Instruction"—see those Descriptors as well as "Curriculum Guides," "Dictionaries," etc.

LANGUAGE RESEARCH

Jul. 1966
SN (Scope Note Added) Research in linguistics (note: do not confuse with "Communication Research")

LATE REGISTRATION

Aug. 1980
SN Enrolling after the school semester, quarter, etc. has begun (note: for the age of students when they enter school, see "School Entrance Age")

Late School Entrance (Del Jun80)

USE LATE REGISTRATION

Learning Stations (Classroom)

USE LEARNING CENTERS (CLASSROOM)

LEAST SQUARES STATISTICS

Oct. 1980
SN Statistics that are designed to provide estimates that minimize the probability of large errors by minimizing the sum of squared errors (the "least squares method" fits a curve to a given set of data such that the sum of the squares of the distances from each point of the data to the fitted curve is a minimum)

Library Orientation

USE LIBRARY INSTRUCTION

Life Span Education

USE LIFELONG LEARNING

LINKING AGENTS

Oct. 1980
 SN Individuals or groups who attempt change by connecting knowledge and related resources to practitioners—the linker's role often includes providing necessary support for adoption/adaptation of new ideas or developments

LITERACY

Jul. 1966
 SN (Scope Note Added) Ability to read and write—also, communication with written or printed symbols (i.e., reading and writing)

Literature Surveys

USE LITERATURE REVIEWS

Local Education Authorities

USE SCHOOL DISTRICTS

LONELINESS

Aug. 1980
 SN Unhappiness caused by a lack of friends or companions

Machinery Maintenance Workers

USE MACHINE REPAIRERS

MALPRACTICE

Oct. 1980
 SN Wrongful or negligent treatment of clients by professional personnel that results (or may result) in damage, injury, or loss (note: coordinate with such Descriptors as "Medical Services," "Psychological Services," etc. as appropriate, or use the more specific Descriptor "Educational Malpractice"—for malpractice of lawyers, court judges, etc., use the Identifier "Legal Malpractice")

Managers

USE ADMINISTRATORS

Maximum Likelihood Factor Analysis

USE FACTOR ANALYSIS: MAXIMUM LIKELIHOOD STATISTICS

MAXIMUM LIKELIHOOD STATISTICS

Oct. 1980
 SN Statistics that are designed to provide estimates that maximize the probability of zero, or negligible, error (that is, estimates most likely to be correct)

MEDICAL RECORD ADMINISTRATORS

Mar. 1980
 SN (Scope Note Changed) Individuals who plan, develop, and administer medical record systems for hospitals, clinics, health centers, etc. (note: for librarians in medical libraries, coordinate "Librarians" and "Medical Libraries"—for librarians who are directly involved in patient care, use the Identifier "Clinical Medical Librarians")

Medical Record Librarians (1969 1980)

USE MEDICAL RECORD ADMINISTRATORS

METACOGNITION

Oct. 1980
 SN Knowledge or beliefs about factors affecting one's own cognitive activities—also, reflection on or monitoring of one's own cognitive processes, such as memory or comprehension
 UF Meta Knowledge
 Metamemory

MIGRATION

Jul. 1966
 SN (Scope Note Changed) Demographic movements of individuals or groups

MINICOURSES

Mar. 1980
 SN (Scope Note Changed) Courses at any educational level that are of relatively short duration (e.g., shorter than a school's regular academic term or session) and intended to achieve certain limited objectives

MONOLOGS

UF Interior Monologues
 Soliloquies

Monologues (Del Jun80)

USE MONOLOGS

Multiple Discriminant Analysis

USE DISCRIMINANT ANALYSIS

NONGRADED INSTRUCTIONAL**GROUPING**

Mar. 1980
 SN (Scope Note Changed) Grouping students according to such characteristics as academic achievement, mental and physical ability, or emotional development rather than by age or grade level (note: some of

the former "nongraded/ungraded" Descriptors merged with this term were occasionally used to index "Nongraded Student Evaluation")

NONGRADED STUDENT EVALUATION

Mar. 1980
 SN (Scope Note Changed) Evaluation of student progress or achievement without the use of letter grades or other summary ratings—provides feedback about a student's specific strengths and weaknesses rather than summarizing his/her overall performance (note: some of the former "nongraded/ungraded" Descriptors merged with "Nongraded Instructional Grouping" were occasionally used to index this concept)

NONINSTRUCTIONAL RESPONSIBILITY

Jul. 1966
 SN (Scope Note Added) Duties assumed by, or assigned to, teachers that are outside of their regular teaching responsibilities (e.g., lunchroom duty, advising, community involvement)

Nonresident Students (1967 1980) (Foreign)

USE FOREIGN STUDENTS

Nonresident Students (1967 1980) (Out of District)

USE RESIDENCE REQUIREMENTS

Nonresident Students (1967 1980) (Out of State)

USE OUT OF STATE STUDENTS

NOTIONAL FUNCTIONAL SYLLABI

Oct. 1980
 SN Foreign language course curricula based upon the learner's communicative needs and organized according to the content of what is to be communicated rather than the grammatical form of the language or specific situational requirements
 UF Functional Notional Syllabi

NUCLEAR ENERGY

Oct. 1980
 SN Power derived from the fission (splitting) of the nuclei of heavy elements such as uranium, or the fusion of light elements such as the hydrogen isotopes deuterium and tritium
 UF Atomic Energy

OBESITY

Oct. 1980
 SN Body condition characterized by a disfiguring excess of weight or fat
 UF Overweight (Excessive Body Fat)

OBJECT PERMANENCE

Oct. 1980
 SN The knowledge that objects continue to exist even when one is not perceiving them
 UF Object Concept

Occupational Adjustment

USE VOCATIONAL ADJUSTMENT

OCCUPATIONAL TESTS

Jul. 1966
 SN (Scope Note Changed) Tests designed to predict job performance by recording specific abilities and interests that correspond with those of persons successfully engaging in the particular field of work (note: for occupational interest inventories, use "Interest Inventories")

ORAL READING

Jul. 1966
 SN (Scope Note Added) The act of reading aloud, often used to develop or test reading skills (note: use "Reading Aloud to Others" when the purpose of oral reading is to inform or entertain a listener or group of listeners)

Painting (1966 1980) (Artistic)

USE PAINTING (VISUAL ARTS)

Painting (1966 1980) (Industrial)

USE PAINTING (INDUSTRIAL ARTS)

PERCEPTION

Jul. 1966
 SN (Scope Note Changed) The process of becoming aware of objects, qualities, or relations via the sense organs—involves the reception, processing, and interpretation of sensory impressions (note: use a more specific term if possible—do not confuse with "Attitudes" or "Opinions")

Performance Criteria (1968 1980)

Jun. 1980
 SN Invalid Descriptor—used inconsistently in indexing—see "Evaluation Criteria" and "Specifications"

Performance Specifications (1969 1980)

Jun. 1980
 SN Invalid Descriptor—used inconsistently in indexing—see such Descriptors as "Equipment Stan-

dards," "Facility Requirements," and "Performance Factors"

PHARMACOLOGY

Sep. 1980
 SN The science of the nature and properties of drugs, particularly their actions or effects (note: see also "Pharmacy")

PHONICS

Jul. 1966
 SN (Scope Note Added) The study of sound-letter relationships in reading and spelling, and the use of this knowledge in recognizing and pronouncing words

PHYSICAL DISABILITIES

Mar. 1980
 SN (Scope Note Changed) Disorders that result in significantly reduced bodily function, mobility, or endurance (note: avoid misindexing "hearing impairments" or "visual impairments" with this term)

PHYSICAL MOBILITY

Mar. 1980
 SN (Scope Note Changed) Individual's ability to move within his/her immediate environment (note: for demographic or geographic mobility, use "Migration"—prior to Mar80, "Architectural Barriers" was frequently used to index this concept)

PICTURE BOOKS

Sep. 1980
 SN Books (usually but not necessarily for children) in which illustrations are essential to the presentation, either coordinated closely with the text or used alone without text

Plant Biology

USE BOTANY

PREREADING EXPERIENCE

Jul. 1966
 SN (Scope Note Added) Preschool incidental learning that prepares children for reading (note: use "Reading Readiness" for formal prereading training—prior to Sep80, the use of this term was not restricted by a Scope Note)

Pressure (1970 1980)

Jun. 1980
 SN Invalid Descriptor—originally intended as a physical science term but used inconsistently for social pressure, psychological stress, etc., as well as physical pressure—see such Descriptors as "Pressure (Physics)," "Political Influences," "Social Influences," and "Stress Variables"

Prior Knowledge

USE PRIOR LEARNING

PRIVATE FINANCIAL SUPPORT

Jul. 1966
 SN (Scope Note Added) Financial aid received from private sources (note: do not confuse with "Private School Aid")

PRIVATE SCHOOL AID

Mar. 1980
 SN (Scope Note Changed) Public or private financial support given to private, religious, or other non-public schools, colleges, or universities (note: do not confuse with "Private Financial Support")

PROFESSIONAL RECOGNITION

Jul. 1966
 SN (Scope Note Added) Expressed or implied acknowledgment of one's professional efforts, qualities, and/or training

Project Applications (1967 1980)

Jun. 1980
 SN Invalid Descriptor—used inconsistently in indexing—see "Program Proposals" and "Program Descriptions"

Projects (1966 1980)

Mar. 1980
 SN (Scope Note Changed) Invalid Descriptor—see "Programs" and its hierarchy (i.e., narrower terms "Research Projects," "Pilot Projects," etc.)

Provincial Aid

USE STATE AID

Psychiatric Technicians

USE PSYCHIATRIC AIDES

Public Participation

USE CITIZEN PARTICIPATION

Punch Press Operators

USE MACHINE TOOL OPERATORS

RACIAL DISCRIMINATION

Jul. 1966
 SN (Scope Note Added) Restriction or denial of rights, privileges, and choice because of race (note: do not confuse with "Racial Bias")

RADIATION EFFECTS

Aug. 1968

(Reinstated June 1980)

SN Changes in the properties of liquids, gases, and solids caused by radiation (e.g., gamma rays, x-rays, neutrons)

UF Radiation Damage

Radiobiology

USE RADIATION BIOLOGY

READABILITY

Jul. 1966

SN (Scope Note Changed) The quality of reading matter that makes it interesting and understandable to those for whom it is written (note: prior to Jun80, "Reading Difficulty" and "Reading Level" were occasionally used to index this concept)

READING ACHIEVEMENT

Jul. 1966

SN (Scope Note Changed) Level of attainment in any or all reading skills, usually estimated by performance on a test (note: prior to Jun80, "Reading Level" was occasionally used to index this concept)

READING ALOUD TO OTHERS

Sep. 1980

SN Reading aloud for the sake of the listener's well-being (e.g., to inform or entertain the listener or audience, to develop his/her/their appreciation of literature or reading readiness, etc.) (note: use "Oral Reading" when the purpose of reading aloud is to develop or diagnose the reader's language skills)

READING DIFFICULTIES

Mar. 1980

SN (Scope Note Changed) Problems in reading, caused either by disabilities associated with psychological processes or by such factors as physical or sensory handicaps, cultural background, low ability, etc. (note: do not use for "Readability"—the previous term "Reading Difficulty" was not scoped and was often confused with "Readability")

Reading Difficulty (1966 1980)

Jun. 1980

SN Invalid Descriptor—used for both the reading problems of students and the reading level of materials—see "Reading Difficulties" and "Readability" respectively for these concepts

READING FAILURE

Jul. 1966

SN (Scope Note Added) Lack of achievement or accomplishment in reading

Reading Level (1966 1980)

Jun. 1980

SN Invalid Descriptor—used for both the reading level of people and the readability level of materials—see "Reading Achievement" and "Readability" respectively for these concepts

READING READINESS

Jul. 1966

SN (Scope Note Added) Act of preparing, or degree of preparedness, for formal reading instruction or any other reading activity or task

Referral Services (Community)

USE COMMUNITY INFORMATION SERVICES; REFERRAL

RELEASED TIME

Jul. 1966

SN (Scope Note Changed) Time granted to students, employees, or institutionalized persons to pursue special activities

RELIGIOUS EDUCATION

Jul. 1966

SN (Scope Note Changed) Instruction in religion at any level not leading to a degree in theology (note: prior to Mar80, this term was not restricted by Note—for formal education for careers in religion, including the clergy, use "Theological Education")

RESEARCH AND INSTRUCTION UNITS

Jul. 1966

SN (Scope Note Changed) Organizational units of local schools or school districts that are concerned with the improvement of teaching methods

Research Apprenticeships (Del Jan81)

USE RESEARCH ASSISTANTS

RESEARCH ASSISTANTS

Oct. 1980

RESEARCH DESIGN

Jul. 1966

SN (Scope Note Changed) The underlying plan or organization of a research project or study that determines its scope and approach—also, the process of planning and organizing research activities (note: for documents/articles dealing with research methods or experimental procedures, use "Research Methodology")

RESEARCH METHODOLOGY

Jul. 1966

SN (Scope Note Changed) Procedures used in making systematic observations or otherwise obtaining data, evidence, or information as part of a research project or study (note: do not confuse with "Research Design," which refers to the planning and organization of such procedures)

RESEARCH NEEDS

Jul. 1966

SN (Scope Note Changed) Questions or problems that require research (note: prior to Mar80, the use of this term was not restricted by a Scope Note—see also "Research Methodology," "Research Opportunities," and "Research Problems")

Research Programs

USE RESEARCH PROJECTS

RESEARCH PROJECTS

Jul. 1966

SN (Scope Note Added) [note: coordinate with another term for specificity (e.g., another program/project term in the "Programs" hierarchy)]

Resident Students (1967 1980) (In District)

USE RESIDENCE REQUIREMENTS

Resident Students (1967 1980) (In State)

USE IN STATE STUDENTS

Retention (of Employees)

USE LABOR TURNOVER

RETENTION (PSYCHOLOGY)

Mar. 1980

SN (Scope Note Changed) That aspect of memory that involves either short- or long-term holding of information (note: prior to Jun80, "Retention Studies" was also used to index this concept—for the concept of "retention of personnel, teachers, students, etc., see such Descriptors as "Employment Practices," "Teacher Persistence," and "School Holding Power")

Retention Studies (1966 1980)

Jun. 1980

SN Invalid Descriptor—see preferred Descriptor "Retention (Psychology)" (note: postings will be transferred to the preferred term in a forthcoming computer tape update)

Rural Dropouts (Del Mar81)

USE DROPOUTS

Satellite Laboratories (1966 1980)

USE SATELLITES (AEROSPACE)

SATELLITES (AEROSPACE)

Mar. 1980

SN (Scope Note Added) (note: if applicable, use the more specific term "Communications Satellites")

SCHOOL HEALTH SERVICES

Jul. 1966

SN (Scope Note Added) [note: prior to Jun80, see also "Clinic Personnel (School)"]

SCHOOL ORGANIZATION

Jul. 1966

SN (Scope Note Added) (note: do not confuse with "School District Reorganization")

School Planning (1966 1980)

Jun. 1980

SN Invalid Descriptor—use "Educational Facilities Planning" or, if appropriate, the broader term "Educational Planning"

School Renovation

USE EDUCATIONAL FACILITIES IMPROVEMENT

SCOPE OF BARGAINING

Oct. 1980

SN The topics and issues accepted or contested as appropriate for consideration in collective bargaining

SECOND LANGUAGES

Jul. 1966

SN (Scope Note Changed) Any languages other than one's native or mother tongue, usually learned by formal language instruction (note: prior to Mar80, the instruction "Foreign Languages, use Languages" was carried in the Thesaurus)

Security (1967 1978)

Mar. 1978

SN Invalid Descriptor—use a more precise Descriptor such as "Security (Psychology)" or "School Security," or use an Identifier such as "Building Security"

Self Bias

USE EGOCENTRISM

Self Directed Classrooms (1966 1980)

Jun. 1980

SN Invalid Descriptor—used inconsistently in indexing—see the more precise Descriptors "Open Education," "Independent Study," "Individualized Instruction," and "Student Projects"

Seniors (1966 1980) (Grade 12)

USE HIGH SCHOOL SENIORS

Seniors (1966 1980) (Last Year Undergraduates)

USE COLLEGE SENIORS

Skimming (Reading)

USE SPEED READING

SOCIAL COGNITION

Oct. 1980

SN Conceptions about interpersonal and social phenomena (e.g., persons, the self, motives, feelings, relations, social rules, societal institutions)—also, cognitive processes and skills used in social interaction (e.g., communication skills, perspective taking, empathy)

SOCIAL DISCRIMINATION

Jul. 1966

SN (Scope Note Added) Unfavorable treatment of individuals or groups on arbitrary grounds (note: do not confuse with various "bias" terms, which refer to prejudicial attitudes that may lead to such treatment)

Solicitors (Law)

USE LAWYERS

Southern States (1966 1980)

SN [Deleted from Thesaurus file—All postings transferred to Identifier "United States (South)"]

SPATIAL ABILITY

Mar. 1981

SN Ability to perceive or solve problems associated with relationships between objects or figures, including position, direction, size, form, and distance (note: prior to mid-1980, this concept was indexed under "Space Orientation" and "Spatial Relationship"—do not confuse with "Personal Space")

UF Visuospatial Ability

Spatial Perception (Del Mar81)

USE SPATIAL ABILITY

Special Needs (Individuals)

USE INDIVIDUAL NEEDS

SPECIFICATIONS

Sep. 1968

SN (Scope Note Changed) Detailed written statements of characteristics or requirements (note: use a more specific term if possible)

Spectators

USE AUDIENCES

Spectrograms (1967 1980)

USE SOUND SPECTROGRAPHS

Speech Communication Curriculum

USE SPEECH COMMUNICATION; SPEECH CURRICULUM

Speech Communication Research

USE COMMUNICATION RESEARCH; SPEECH COMMUNICATION

SPEECH HANDICAPS

Jul. 1966

SN (Scope Note Changed) Defects and disturbances that interfere with oral communication

STAFF ORIENTATION

Jul. 1966

SN (Scope Note Added) The process or programs an organization uses to make its personnel aware of policies or duties

State Planning

USE STATEWIDE PLANNING

STATISTICAL DISTRIBUTIONS

Oct. 1980

SN Tables or graphs of observed, predicted, or theoretical data indicating either the probability or the number of instances to be found along successive intervals of an ordered scale—also, the mathematical functions of distributions
UF Distributions (Statistics)
Frequency Distributions**Structural Analysis (1966 1980)**

Mar. 1980

SN (Scope Note Changed) Invalid Descriptor intended as a linguistics term but used indiscriminately—see "Structural Analysis (Linguistics)" and "Structural Analysis (Science)"—see also such Descriptors as "Chemical Analysis," "Literary Criticism," and "Group Structure," or such Identifiers as "Cogni-

tive Structures," "Musical Analysis," "Structure of Knowledge," and "Structural Learning"

Student Distribution (1966 1980) *Jun. 1980*

SN Invalid Descriptor—used indiscriminately in indexing—see such Descriptors as "School Demography," "Geographic Distribution," and "Test Norms"

Study Release Programs

USE RELEASED TIME

SUMMATIVE EVALUATION *Jun. 1971*

SN (Scope Note Changed) Evaluation at the conclusion of an activity or plan to determine its effectiveness

TEACHER ATTENDANCE *Jul. 1966*

SN (Scope Note Added) Teachers' presence for classroom and other assigned duties (note: use "Teacher Participation" for attendance at unassigned functions)

TEACHER MADE TESTS *Oct. 1980*

SN Tests and other measures that are planned, assembled, written, or otherwise prepared by teachers for use with particular groups of students (note: for specificity, coordinate with other terms in the "Tests" and "Measures (Individuals)" hierarchies)

TEACHER ORIENTATION *Jul. 1966*

SN (Scope Note Added) The process of acquainting teachers with the policies, rules, traditions, and educational offerings of a school

TEACHER PARTICIPATION *Jul. 1966*

SN (Scope Note Added) (note: use "Teacher Attendance" for presence for teaching assignments)

TEACHER PERSISTENCE *Jul. 1966*

SN (Scope Note Changed) One's active continuance as a teacher by reason of personal choice

TEACHER RESPONSE *Jul. 1966*

SN (Scope Note Changed) Teacher reaction to instructional and/or classroom situations (note: prior to Mar80, the instruction "Teacher Reaction, use Teacher Attitudes" was carried in the Thesaurus)

TEACHERS *Jul. 1966*

SN (Scope Note Added) (note: see "Faculty" for other specific terminology related to "Teachers")

TEACHING ASSISTANTS *Jul. 1966*

SN (Scope Note Changed) Persons, usually graduate students, who assist as instructors at the college level (note: for K-12 assistants, use "Teacher Aides")

TEACHING HOSPITALS *Oct. 1979*

SN (Scope Note Changed) Hospitals where formal medical training takes place, usually affiliated with nursing or medical schools (note: do not confuse with "Hospital Schools" or "Patient Education")

Teaching (1966 1980) *Jun. 1980*

SN Invalid Descriptor—used inconsistently in indexing—see "Instruction," "Teaching (Occupation)," and "Teaching Methods"

TELECOURSES *Jul. 1966*

SN (Scope Note Changed) Sequences of lessons offered over television for credit or auditing purposes (note: for courses on the subject of television, use "Television Curriculum"—prior to Mar80, this term did not carry a Scope Note)

Textbook Publications (1966 1980) *Jun. 1980*

SN Invalid Descriptor—see the more precise Descriptors "Textbooks" and "Textbook Publication"

THEOLOGICAL EDUCATION *Jul. 1966*

SN (Scope Note Changed) Formal education in a higher education institution in preparation for careers in religion, including the clergy (note: prior to Mar80, this term was not restricted by a Scope Note)

THRESHOLD LEVEL (LANGUAGES) *Oct. 1980*

SN The minimum level of foreign language proficiency needed for learners to communicate in most everyday situations, including situations for which they have not been specifically trained—emphasis is on oral skills and listening comprehension—objectives for reading and writing skills are narrowly restricted

Tracking (1968 1980) *Jun. 1980*

SN Invalid Descriptor—used indiscriminately in indexing—see more precise Descriptors "Track System (Education)," "Perceptual Motor Coordination," and "Psychomotor Skills," as well as the Identifier "Tracking (Science)"

Trainable Mentally Handicapped (1967 1980) *Jun. 1980*

SN Invalid Descriptor—see preferred Descriptor "Moderate Mental Retardation" (note: postings will be transferred to the preferred term in a forthcoming computer tape update)

TRANSFORMATIONS (MATHEMATICS) *Feb. 1970*

SN (Scope Note Changed) Substitution of one mathematical configuration or expression by another in accord with a mathematical rule

Unified Studies Programs (1966 1980)

USE UNIFIED STUDIES CURRICULUM

UNITED STATES HISTORY *Jul. 1966*

SN (Scope Note Added) (note: prior to Mar80, "American History" was occasionally used for this concept)

Urban Dropouts (Del Mar81)

USE DROPOUTS

VERBAL DEVELOPMENT *Jul. 1966*

SN (Scope Note Added) Growth in ability to use and comprehend words in either oral or written form

VICTIMS OF CRIME *Mar. 1981*

SN Individuals suffering death, physical or mental distress, or loss of property, as the result of an actual or attempted criminal offense committed by another person

Village Extension Agents

USE EXTENSION AGENTS

WEIGHT (MASS) *Oct. 1980*

SN (note: for living organisms, use "Body Weight")

Weight (1968 1980) *Jun. 1980*

SN Invalid Descriptor—used inconsistently in indexing—for inorganic physical objects, use "Weight (Mass)"—for living organisms, use "Body Weight"—for scores, use "Weighted Scores"—for data other than scores, use the Identifier "Weighted Data"

WILDLIFE *Aug. 1980*

SN Animals and/or plants living in a natural (undomesticated or uncultivated) state

WOMEN FACULTY *Sep. 1980*

SN Female academic staff members engaged in instruction, research, administration, or related educational activities

UF Women Professors

Women Teachers (Del Jun80)

USE WOMEN FACULTY

WRITING PROCESSES *Oct. 1980*

SN Series of thoughts and behaviors involved in planning, writing, and/or revising written compositions

UF Composition Processes (Literary)

WRITING RESEARCH *Oct. 1980*

11-5-11
77-1-3



IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO. (6 digits)**
See Resources in Education (RIE)
- **SPECIFY EITHER:**
Microfiche (MF)
or
Paper Copy (PC)
- **ENTER UNIT PRICE**
(See Below)
- **INCLUDE SHIPPING CHARGES**
(See Charts Below)
- **ENCLOSE CHECK OR MONEY ORDER**
Payable to EDRS in U.S. Funds. Check must indicate the U.S. transit number of your banks agency.
- **OR ENCLOSE AUTHORIZED ORIGINAL PURCHASE ORDER**
- **COMPLETE AND SIGN BELOW**

SHIP TO: _____

BILL TO: _____

Date _____

Signature _____

Title _____

UNIT PRICE SCHEDULE

MICROFICHE (MF)		
NUMBER FICHE EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages).....	MF01.....	\$.91
6 (481-576 pages).....	MF02.....	1.10
7 (577-672 pages).....	MF03.....	1.29
8 (673-768 pages).....	MF04.....	1.48
Each additional microfiche (additional 96 pages).....		.19

PAPER COPY (PC)		
NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 25	PC01	\$2.00
26 to 50	PC02	3.65
51 to 75	PC03	5.30
76 to 100	PC04	6.95
Each additional		
25 pages		1.65

ED NUMBER	NO. OF PAGES	NO. OF COPIES		UNIT PRICE	TOTAL
		MF	PC		
TOTAL NO. OF PAGES				SUBTOTAL	
TAX EXEMPT NO. _____ DEPOSIT ACCT. NO. _____		VA RESIDENTS ADD 4% SALES TAX			
		SHIPPING			
		TOTAL			

CHARTS FOR DETERMINING SHIPPING CHARGES

1st CLASS POSTAGE FOR						
1-3 Microfiche ONLY \$.18	4-8 Microfiche ONLY \$.35	9-14 Microfiche ONLY \$.52	15-18 Microfiche ONLY \$.69	19-21 Microfiche ONLY \$.86	22-27 Microfiche ONLY \$1.03	28-32 Microfiche ONLY \$1.20

U.P.S. CHARGES FOR

1lb. 33-75 MF or 1-75 PC PAGES	2 lbs. 76-150 MF or PC PAGES	3lbs. 151-225 MF or PC PAGES	4 lbs. 226-300 MF or PC PAGES	5 lbs. 301-375 MF or PC PAGES	6 lbs. 376-450 MF or PC PAGES	7 lbs. 451-525 MF or PC PAGES	8 to 20 lbs 526-1500 MF or PC PAGES
Not to Exceed	Not to Exceed	Not to Exceed	Not to Exceed	Not to Exceed	Not to Exceed	Not to Exceed	Not to Exceed
\$1.40	\$1.75	\$2.11	\$2.46	\$2.81	\$3.16	\$3.52	\$3.87-\$8.09

NOTE—Orders for 33 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

Revised January 1981

PLEASE DO NOT REMOVE.

THIS FORM MAY BE PHOTOCOPIED OR ADDITIONAL COPIES OBTAINED FROM EDRS.

GENERAL INFORMATION

1. PRICE LIST

The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT

The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION

Express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

CMIC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY

CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of CMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS

Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of \$200.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. STANDING ORDER ACCOUNTS

Customers who desire to receive microfiche copies of all ERIC reports announced in each issue of Resources in Education may do so by depositing \$2000.00 or submitting an executed purchase order. The cost of each issue and postage will be charged against the account. A monthly statement of the account will be furnished.

13. PAPER COPY (PC)

A paper copy PC is xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

14. FOREIGN POSTAGE

Postage for all countries other than the United States is based on the international Postal Rates in effect at the time the order is shipped. To determine postage allow 75 microfiche or 75 PC pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

OTHER ERIC COLLECTIONS AVAILABLE FROM EDRS

STANDING ORDERS

Subscription orders of microfiche copies of all ERIC reports announced in each issue of Resources in Education average \$160.00 per month.

BACK COLLECTIONS (Postage extra)

Reports in <i>Research in Education</i> for 1966 and 1967	\$ 389.49
Reports in <i>Research in Education</i> for 1968	1,172.69
Reports in <i>Research in Education</i> for 1969	1,399.11
Reports in <i>Research in Education</i> for 1970	1,424.54
Reports in <i>Research in Education</i> for 1971	1,662.58
Reports in <i>Research in Education</i> for 1972	1,720.84
Reports in <i>Research in Education</i> for 1973	1,498.73
Reports in <i>Research in Education</i> for 1974	1,566.40
Reports in <i>Resources in Education</i> for 1975	1,754.54
Reports in <i>Resources in Education</i> for 1976	1,838.41
Reports in <i>Resources in Education</i> for 1977	1,752.16
Reports in <i>Resources in Education</i> for 1978	2,068.91
Reports in <i>Resources in Education</i> for 1979	1,969.26
Reports in <i>Resources in Education</i> for 1980	1,990.91

AIM/ARM MICROFICHE COLLECTIONS (postage extra) \$0.174/fiche

CLEARINGHOUSE MICROFICHE COLLECTIONS (postage extra) \$0.178/fiche

SPECIAL COLLECTIONS (postage extra) \$0.134/fiche

<i>Office of Education Research Reports 1956-65</i>	\$ 444.21
<i>Pacesetters in Innovation, Fiscal Year 1966</i>	158.79
<i>Pacesetters in Innovation, Fiscal Year 1967</i>	192.56
<i>Pacesetters in Innovation, Fiscal Year 1968</i>	123.15
<i>Selected Documents on the Disadvantaged</i>	367.16
<i>Selected Documents in Higher Education</i>	168.57
<i>Manpower Research: Inventory for Fiscal Year 1966 and 1967</i>	87.50
<i>Manpower Research: Inventory for Fiscal Year 1968</i>	48.78
<i>Manpower Research: Inventory for Fiscal Year 1969</i>	63.38
<i>Information Analysis Products Bibliography 1975-1977</i>	114.00
1978	40.95
1979	29.15

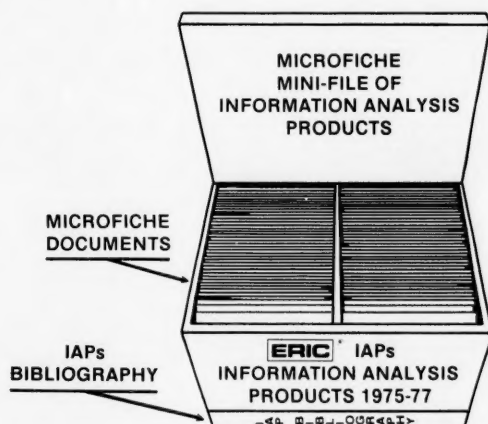


ANNOUNCES . . .

A MINI-FILE COLLECTION of the most recent INFORMATION ANALYSIS PRODUCTS 1975-1977 on MICROFICHE . . .

The MINI-FILE contains all of the DOCUMENTS available from EDRS in MICROFICHE FORMAT . . . together with a paper copy of the BIBLIOGRAPHY that lists DOCUMENTS in accession number order, with ED accessions (from RIE). Three indexes are provided: SUBJECT, PERSONAL AUTHOR, and INSTITUTION.

The MINI-FILE covers 574 INFORMATION ANALYSIS PRODUCTS (IAPs) developed by the sixteen (16) ERIC CLEARINGHOUSES. The information is synthesized into research reviews, bibliographies, state of the art studies, interpretive studies on topics of high current interest, and similar documents designed to meet the information needs of users.



INCLUDED ARE TYPICAL TITLES OF CURRENT INTEREST:

- Recent Trends in Bilingual Education
- Cheating: An Annotated Bibliography
- Women's Athletics
- Teaching Local History
- Assertiveness Training
- Children and Television
- Translation as a Career Option for Foreign Language Majors
- Intercultural Communication
- Energy Investigation for the Classroom
- Alternative Tuition Systems
- Strengthening the Small Rural School
- Adult Learning: Issues and Innovation
- Alternatives to Suspension

ORDER FORM



OPERATED BY:

DOCUMENT REPRODUCTION SERVICE

P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212

COMPUTER MICROFILM INTERNATIONAL, CORP.

• ENCLOSE CHECK OR MONEY ORDER

Payable to EDRS or Computer Microfilm International Corp. (U.S. funds payable through a U.S. bank or clearinghouse)

- OR ENCLOSE AUTHORIZED ORIGINAL PURCHASE ORDER
- COMPLETE AND SIGN

SHIP TO: _____

Signature _____

INFORMATION ANALYSIS PRODUCTS 1975-1977 MICROFICHE MINI FILE

NO. OF FILES	UNIT PRICE	TOTAL
	114.00	
VA RESIDENTS ADD 4% SALES TAX		
POSTAGE		1.00
TOTAL		

11637531

“ORDER ERIC”

NOW AVAILABLE ON THE ORBIT SYSTEM “ORDER ERIC”

Order your needed ERIC documents “at the terminal” (ORBIT users only). They will be stored during the work day and electronically transmitted to and received by EDRS at the end of the day. Each order is computer processed and quickly filled to meet your timely requirements.

Expedite your demand orders for microfiche or papercopy! This service permits ORBIT users to order “at the terminal” documents from the *Resources in Education* (RIE) portion of the ERIC Data Base that are available* from the ERIC Document Reproduction Service.

*Note: EDRS prices for microfiche and hardcopy must be quoted, otherwise the document is not available through this service. Documents that are available can be identified by their ED (not EJ) accession number, and from the PR field.

RUSH SERVICE

An order placed through the ORBIT system today will be rushed on its way to you within 48 hours.

LOW COST

A service charge of only 50¢ per document ordered will be added to the current list price, plus applicable shipping charges.

TIMELY INFORMATION

Demand order requests from EDRS often times are valuable only if the information is received quickly. Now you can count on fast electronic input of your order. Save on lengthy mailing time—your order is speedily transmitted to EDRS, and your requested information is sent rapidly to you.

HERE ARE SOME IMPORTANT DETAILS CONCERNING “ORDER ERIC” . . .

- | | |
|--------------------------|--|
| Supplier: | ERIC Document Reproduction Service (EDRS)
P.O. Box 190
Arlington, VA 22210 |
| Document Forms: | Microfiche (MF) Papercopy (PC) |
| Deposit Accounts: | Deposit accounts are not required, but preferred—you should establish one with a minimum of \$200. Contact EDRS directly to set up your account. |
| Rates: | A service charge of 50¢ per document ordered will be added to the current price of the document plus expedited shipping charges. |

EDRS requires that users carefully follow the instructions given below to ensure correct interpretation and processing of terminal orders:

- Be sure a microfiche (MF) or papercopy (PC) price is quoted in the document resume. Resumes without a quoted EDRS price means that the document is not available from EDRS and cannot be ordered through “ORDER ERIC”
- EDRS does not supply documents with EJ numbers. These are citations from Current Index to Journals in Education (CIJE).
- Enter your name or company name on one line after BILL TO. Enter your address on separate lines just as it should appear on the shipping label. You may enter up to 5 lines. Make sure you enter your city, state, and zip code on the last line.
- If you want your order shipped to a different address than given in the BILL TO section, enter that address in SHIP TO. Be sure to include the city, state, and zip code.
- Documents ordered in microfiche (MF) will automatically be shipped via airmail, unless otherwise specified. Documents ordered in papercopy (PC) will be shipped via United Parcel Service, unless otherwise specified. If you have special shipping instructions, enter SHIP VIA: and the information on one line. For example, SHIP VIA: UPS BLUE LABEL. All documents included on one invoice will be shipped the same way.
- If you have a deposit account, enter CHARGE DEPOSIT ACCOUNT: and the number.
- If you want a purchase order number to appear on the invoice and shipping label, enter MY P.O. NUMBER IS: and the number(s) for each purchase order you wish to include.
- For each item you wish to order, enter on one line: the ED number, the document form (MF or PC), number of copies you are ordering (a number and the word COPY or COPIES). Each line must begin with the letters ED and there must not be any blanks or commas in the ED number.

(See Sample Entry on reverse side)

SAMPLE ENTRY

SS 1/C?

USER:

"FILE ORBIT" "ORDER ERIC"

PROG:

YOU ARE NOW CONNECTED TO THE ORBIT DATABASE

ENTER ORDER OR TYPE DONE

USER:

BILL TO: COLLEGE OF MUSICOLOGY

PROG:

ENTER ORDER OR TYPE DONE

USER:

(ATTN: PROF. SAX O. PHONE)

PROG:

ENTER ORDER OR TYPE DONE

USER:

JAZZTOWN, PA 14011

PROG:

ENTER ORDER OR TYPE DONE

USER:

SHIP TO SAME ADDRESS

PROG:

ENTER ORDER OR TYPE DONE

USER:

SHIP VIA: AIR MAIL

PROG:

ENTER ORDER OR TYPE DONE

USER:

ED045798 1 COPY MF

PROG:

ENTER ORDER OR TYPE DONE

USER:

ED037912 HARDCOPY 2 COPIES

PROG:

ENTER ORDER OR TYPE DONE

USER:

DONE

PROG:

YOUR ORDER IS ACCEPTED. 8/16/77 5:52A.M. (PACIFIC TIME)

How to Order *Resources in Education*

Purchase from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

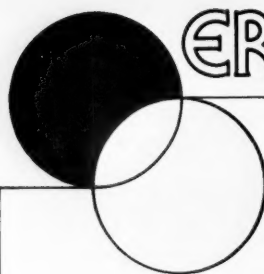
Title		GPO Price
Resources in Education Yearly Subscription (12 issues)		
Monthly Abstract Journal.	Domestic	\$42.70
	Foreign	\$53.40
	Single Issues	
	Domestic	\$4.00
	Foreign	\$5.00
Resources in Education Single Issues		
Semiannual Index (Subject, Author, Institution, January-June Publication Type, Cross-Reference)	Domestic	\$8.00
	Foreign	\$10.00

Address inquiries about missing issues or other service problems to:

CIB Service Section
U.S. Government Printing Office
Washington, D.C. 20401
Phone: 202 275-3050

Depository Libraries should contact:

Director
Library & Statutory Distribution Service (SL)
U.S. Government Printing Office
Washington, D.C. 20401
Phone: 703 557-2050



ERICTAPES ERICTOOLS

HAVE A COMPUTER?

LOOK AT ERICTAPES!

The Educational Resources Information Center (ERIC) data base is available on magnetic tape in a variety of options from ORI, Inc. Under special authorization from the National Institute of Education, U.S. Department of Education, these tapes are offered at unusually low cost to encourage the widest possible dissemination.

The ERIC data base provides coverage of the significant literature in the field of educational resources. Report literature (announced in *Resources in Education*) is covered from 1966 to date, and journal article literature (announced in *Current Index to Journals in Education*) is covered from 1969. Monthly, quarterly, and annual updates are available for both *RIE* and *CJIE*, so that the files may be kept current.

The basic files are available in the ERIC (IBM 360 OS) Format. These files include the complete resume, (document description, indexing, and abstract or annotation) of each document announced in the respective journal, in accession number order. A variety of peripheral files, including

Postings Files (inverted subject and source indexes) and the Thesaurus (controlled indexing vocabulary) are also available on magnetic tape, and almost any segment of the master files is obtainable on Special Order.

The files may be purchased individually or as a collection, and substantial discounts are available on annual subscriptions for updates. The files are written on new, high-quality, 9-track tapes (600-1200, or 2400-ft., as appropriate) at either 1600 or 800 BPI and are guaranteed. Prices per tape reel start as low as \$50.

NO COMPUTER?

LOOK AT ERICTOOLS!

For organizations without access to a computer.* ERICTOOLS provide manual multi-viewpoint access to the ERIC document collection. ERICTOOLS are a series of printed indexes, directories, and cross-reference lists, distributed internally to components of the ERIC network. The *Title Index* provides access by document title. The *Source Directory* provides access to all organizational names used in the system, i.e., corporate authors and sponsoring agencies. Cross-reference lists lead the inquirer to the accession number (ED number) from: Report Number; Contract Number; and Clearinghouse Accession Number.

The documents are available individually and on annual subscription at a discounted price. Prices start from as low as \$10 for some individual documents.

*Many of these documents are also valuable tools for computer searchers.

For additional information, complete and mail the reply form or call: **ERICTAPES/ERICTOOLS (301) 656-9723**
ORI, Inc. 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014

PLEASE SEND ME INFORMATION ON THE ITEMS CHECKED BELOW

ERICTAPES

- ☐ REPORT RESUME LINEAR FILES (ERIC Format) **Resources in Education (formerly Research In Education) (RIE)**
- ☐ JOURNAL RESUME LINEAR FILES (ERIC Format) **Current Index to Journals in Education (CJIE)**
- ☐ PERIPHERAL FILES Postings Files (Descriptors Identifiers. Sources): Thesaurus
- ☐ SPECIAL ORDERS Back Files, Sequences, CH Collections, etc.

ERICTOOLS

- ☐ ERIC Network Working Documents
Title Index, Sources, Indexes, etc.

Name _____

Organization _____

Address _____

City _____

State _____ Zip _____

(Order forms will accompany all descriptive material)

ERIC PRICE CODES

PAPER COPY/HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01.....	1 - 25.....	\$2.00
PC 02.....	26 - 50.....	3.65
PC 03.....	51 - 75.....	5.30
PC 04.....	76 - 100.....	6.95
PC 05.....	101 - 125.....	8.60
PC 06.....	126 - 150.....	10.25
PC 07.....	151 - 175.....	11.90
PC 08.....	176 - 200.....	13.55
PC 09.....	201 - 225.....	15.20
PC 10.....	226 - 250.....	16.85
PC 11.....	251 - 275.....	18.50
PC 12.....	276 - 300.....	20.15
PC 13.....	301 - 325.....	21.80
PC 14.....	326 - 350.....	23.45
PC 15.....	351 - 375.....	25.10
PC 16.....	376 - 400.....	26.75
PC 17.....	401 - 425.....	28.40
PC 18.....	426 - 450.....	30.05
PC 19.....	451 - 475.....	31.70
PC 20.....	476 - 500.....	33.35

ADD \$1.65 FOR EACH ADDITIONAL 25 PAGES, OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NUMBER OF FICHE	PRICE
MF 01.....	1 - 480.....	1 - 5.....	\$.91
MF 02.....	481 - 576.....	6.....	1.10
MF 03.....	577 - 672.....	7.....	1.29
MF 04.....	673 - 768.....	8.....	1.48
MF 05.....	769 - 864.....	9.....	1.67
MF 06.....	865 - 960.....	10.....	1.86

ADD \$0.19 FOR EACH ADDITIONAL MICROFICHE (1 - 96 PAGES)



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

REPRODUCTION RELEASE (Specific Document)

I. DOCUMENT IDENTIFICATION

Title: _____ Date: _____
 Author(s): _____
 Corporate Source (if appropriate): _____

II. REPRODUCTION RELEASE

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche and paper copy (or microfiche only) and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the options and sign the release below.

CHECK
HERE



Microfiche
(4" x 6" film)
and paper copy
(8½" x 11")
reproduction

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

 (PERSONAL NAME OR ORGANIZATION)

 AS APPROPRIATE]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

OR



Microfiche
(4" x 6" film)
reproduction
only

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

 (PERSONAL NAME OR ORGANIZATION)

 AS APPROPRIATE]

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed in both microfiche and paper copy.

SIGN
HERE



"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction of microfiche by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: _____ Printed Name: _____
 Organization: _____
 Address: _____ Position: _____
 Tel. No.: _____
 Zip Code: _____

III. DOCUMENT AVAILABILITY INFORMATION (Non-ERIC Source)

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS.)

Publisher/Distributor: _____
 Address: _____
 Price Per Copy: _____ Quantity Price: _____

IV. REFERRAL TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

ERIC Network Components

There are currently sixteen (16) ERIC Clearinghouses, each responsible for a major area of the field of education. Clearinghouses acquire, select, catalog, abstract, and index the documents announced in *Resources in Education (RIE)*. They also prepare interpretive summaries and annotated bibliographies dealing with high interest topics and based on the documents analyzed for *RIE*; these information analysis products are also announced in *Resources in Education*.

ERIC Clearinghouses:

ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)

Ohio State University
1960 Kenny Rd.
Columbus, Ohio 43210
Telephone: (614) 486-3655

COUNSELING AND PERSONNEL SERVICES (CG)

University of Michigan
School of Education Building, Room 2108
East University & South University Sts.
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

EDUCATIONAL MANAGEMENT (EA)

University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)

University of Illinois
College of Education
Urbana, Illinois 61801
Telephone: (217) 333-1386

HANDICAPPED AND GIFTED CHILDREN (EC)

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

HIGHER EDUCATION (HE)

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D. C. 20036
Telephone: (202) 296-2597

INFORMATION RESOURCES (IR)

Syracuse University
School of Education
Syracuse, New York 13210
Telephone: (315) 423-3640

JUNIOR COLLEGES (JC)

University of California at Los Angeles
Powell Library, Room 96
405 Hilgard Ave.
Los Angeles, California 90024
Telephone: (213) 825-3931

EDUCATIONAL RESOURCES INFORMATION CENTER

(Central ERIC)
National Institute of Education
Washington, D.C. 20208
Telephone: (202) 254-7934

ERIC PROCESSING & REFERENCE FACILITY

4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014
Telephone: (301) 656-9723

LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
Telephone: (202) 298-9292

READING AND COMMUNICATION SKILLS (CS)

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

RURAL EDUCATION AND SMALL SCHOOLS (RC)

New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (SO)

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

TEACHER EDUCATION (SP)

American Association of Colleges for Teacher Education
One Dupont Circle, N. W., Suite 610
Washington, D.C. 20036
Telephone: (202) 293-2450

TESTS, MEASUREMENT, AND EVALUATION (TM)

Educational Testing Service
Princeton, New Jersey 08541
Telephone: (609) 921-9000

URBAN EDUCATION (UD)

Teachers College
Columbia University
Box 40
New York, New York 10027
Telephone: (212) 678-3437

ERIC DOCUMENT REPRODUCTION SERVICE

P.O. Box 190
Arlington, Virginia 22210
Telephone: (703) 841-1212

The ORYX PRESS

2214 North Central Avenue at Encanto
Phoenix, Arizona 85004
Telephone: (602) 254-6156

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
ED 395



SPECIAL 4th CLASS RATE BOOK

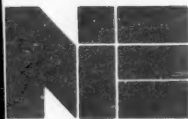
SUBJECT INDEX

AUTHOR INDEX

INSTITUTION INDEX

PUBLICATION TYPE INDEX

CLEARINGHOUSE NUMBER/ED NUMBER CROSS REFERENCE INDEX



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION

ERIC PRICE CODES

PAPER COPY

CODE	PAGINATION	PRICE
PC 01	1 - 25	2.00
PC 02	26 - 50	3.65
PC 03	51 - 75	5.30
PC 04	76 - 100	6.95
PC 05	101 - 125	8.60
PC 06	126 - 150	10.25
PC 07	151 - 175	11.90
PC 08	176 - 200	13.55
PC 09	201 - 225	15.20
PC 10	226 - 250	16.85

ADD \$1.65 FOR EACH ADDITIONAL 25 PAGES
OR FRACTION THEREOF

MICROFICHE

CODE	PAGINATION	FICHE	PRICE
MF 01	1 - 480	1-5	.91
MF 02	481 - 576	6	1.10
MF 03	577 - 672	7	1.29
MF 04	673 - 768	8	1.48
MF 05	769 - 864	9	1.67
MF 06	865 - 960	10	1.86

ADD \$0.19 FOR EACH ADDITIONAL
MICROFICHE (1-96 PAGES)

